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ABSTRACT

The purpose of this booklet is to increase understanding of fundamental U.S. documents, the U.S. flag, patriotic institutions, and of San Francisco (California), March 14-16, 1986 of U.S. residents. Unit 2 describes and interprets the code of displaying the U.S. flag and provides a suggested flag education unit of study. Units 3 and 4 offer questions and answers about the U.S. Declaration of Independence and U.S. Constitution, while unit 5 provides a suggested citizenship course for foreign-born persons in preparation for naturalized citizenship and includes excerpts from addresses to new citizens by President Woodrow Wilson and U.S. District Court Judge John W. Delehant. A calendar of historical events and birthdays of famous U.S. citizens are provided in unit 6. Unit 7 includes a list of U.S. presidents and important events that occurred in each presidential administration, while unit 8 provides sections of selected U.S. documents. Selected patriotic quotations by famous people are provided in Units 6 and 8. Drawings of flags are included. (JHP)

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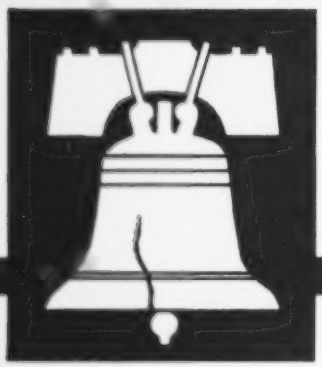
Know Your America



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Suggested study course in Americanism

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The Star-Spangled Banner

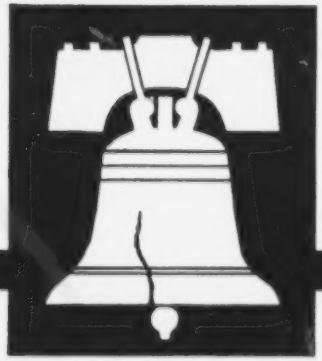
O say, can you see, by the dawn's early light,
What so proudly we hail'd at the twilight's last gleaming,
Whose broad stripes and bright stars, through the perilous fight,
O'er the ramparts we watch'd, were so gallantly streaming?
And the rockets' red glare, the bombs bursting in air,
Gave proof through the night that our flag was still there.
O say, does that star-spangled banner yet wave
O'er the land of the free and the home of the brave?

On the shore, dimly seen through the mists of the deep,
Where the foe's haughty host in dread silence reposes,
What is that which the breeze, o'er the towering steep,
As it fitfully blows, half conceals, half discloses?
Now it catches the gleam of the morning's first beam,
In full glory reflected now shines in the stream;
'Tis the star-spangled banner—O long may it wave
O'er the land of the free and the home of the brave!

And where is that band, who so vauntingly swore,
That the havoc of war and the battle's confusion
A home and a Country should leave us no more?
Their blood has wash'd out their foul footstep's pollution;
No refuge could save the hireling or slave
From the terror of flight or the gloom of the grave,
And the star-spangled banner in triumph doth wave
O'er the land of the free and the home of the brave.

O, thus be it ever when freemen shall stand
Between their lov'd homes and the war's desolation!
Blest with vict'ry and peace, may the heav'n-rescued land
Praise the power that hath made and preserved us a nation
Then conquer we must, when our cause it is just,
And this be our motto: "In God is our trust."
And the star-spangled banner in triumph shall wave
O'er the land of the free and the home of the brave.

know your America



Suggested study course in Americanism

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AMERICAN . . . . . *for an ideal!*

I, _____ do solemnly swear (or affirm) that I will bear true faith and allegiance to the United States of America; that I will serve honestly and faithfully against all its enemies, whomsoever; and that I will obey the orders of the President of the United States and the orders of officers appointed over me, according to the rules and Articles of War.—*The Oath of Enlistment in the United States Army.*

SOVIET . . . . . *for World Revolution!*

I, the son of the toiling people, and a citizen of the Union of Soviet Socialist Republics, assume the duties of a fighter in the Workers' and Peasants' Army. Before the working class of the U.S.S.R. and of the whole world, I promise to bear this title with honor, conscientiously to study the profession of arms and to guard like the apple of my eye the national and military property from damage and theft. I promise to observe military discipline strictly and unswervingly and to carry out implicitly all orders given me by the commanders appointed by the workers' and peasants' government. I promise both to refrain myself and to restrain my comrades from any act unworthy of a citizen of the U.S.S.R. and to direct my acts and my thoughts towards the great goal of the liberation of all workers. I promise at the first call of the workers' and peasants' government to come forward in defense of the U.S.S.R. against every danger and against the attacks of all enemies. In the struggle of the U.S.S.R. for Socialism and for the brotherhood of all nations, I promise not to spare either by strength or my life itself. Should I of evil intent break this, my solemn promise, may the general contempt of all be my lot and the heavy hand of revolutionary justice fall upon me.—*From "The Red Army" pamphlet by the Worker's Library Publishers.*

Foreword

THIS PUBLICATION is dedicated to a single purpose—to increase an understanding of our fundamental documents, our Flag, our patriotic institutions, and the basic principles of government.

The Americanism Commission of The American Legion presents the facts in this volume with the hope that they will stir America to a new appreciation of the FREEDOMS which we enjoy. Through a better understanding of our basic liberties and the charters which protect them, the Americanism Commission believes that a greater love for America will be inculcated in the hearts of youth, and that the determination of the individual to fight and defend America at all costs will be strengthened.

THE AMERICAN LEGION
NATIONAL AMERICANISM COMMISSION

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UNIT ONE

The American Way*

THIS AMERICA, which we now know, has grown from a faith in a fundamental doctrine — the sacred worth of each human being. But it was not enough in America merely to proclaim a faith in the worth of each human being. A good American government in a society with high ideals has maintained certain practical working conditions whereby each human being could prove and realize his worth. Under the American way, through the years, certain conditions have been established and maintained which have had one high purpose—to enable free men and free women to realize their own worth.

To achieve this end, the people of the United States, both consciously and unconsciously, have stood for the maintenance of conditions whereby—

There is maintained "an open road for merit of whatever kind it be."

One may carve out his own future with his own industry and skill.

One may choose and follow any lawful occupation, calling or business.

One is encouraged rightfully to own, use and manage lawfully acquired property and the lawful profits thereof.

One may be employed by others or employ others by mutual consent and agreement within the provisions of the law.

One may secure the largest measure of individual liberty consistent with human welfare and may be provided with a maximum of equality of opportunity for intellectual, social, economic, and spiritual development.

In America the supreme power and authority rests with the people. In form, the American government is a republic; that is, the people express their will through representatives who are delegated to make decisions for the public. The members of Congress and the President are chosen by the people for a definite period of time and they are delegated authority to act for the people during that time.

In carrying out their governmental functions, our representatives must act within the provisions of the Constitution, as interpreted by the Supreme Court. The Constitution, particularly those sections of it known as "The Bill of Rights," safeguards certain privileges which every citizen enjoys; but with each privilege there is a corresponding duty which every citizen should perform.

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* Published by courtesy of the Board of School Commissioners, Indianapolis, Indiana.

MY PRIVILEGES AND DUTIES

★

IT IS MY DUTY as an American to prove myself worthy of the freedoms guaranteed by the Bill of Rights. For every one of my privileges I have a corresponding duty. Some of these rights and duties are paired together and listed here.

Because I have the right to—

Express my opinion orally or in writing in criticism or in praise of public officers and on public issues; to listen and to read, to assemble peaceably with others, and to discuss openly such questions as are worthy of serious attention,

IT IS MY DUTY TO—

Study problems and social issues carefully, and to listen and read with discrimination before expressing an opinion; to tolerate the views of others as being as worthy of consideration as my own; to make my criticism constructive; to withhold judgment until the evidence is reviewed; and to refrain from loose talking which may injure another or jeopardize my countrymen.

Because I have the right to—

Vote for whom I choose in the election of those who will hold office in our representative form of government,

IT IS MY DUTY TO—

Use my right to vote as intelligently as possible, and to respect and support public officers in the honest performance of their duty.

Because I have the right to—

Worship according to the dictates of my own conscience,

IT IS MY DUTY TO—

Accord this same privilege to others and to respect the sacredness of religious faith.

Because I have the right to—

Petition my government for redress from wrongs, to state a grievance, or ask relief from oppression,

IT IS MY DUTY TO—

Ask no more for myself than I would give to all others with similar problems, and to remember that personal interest must be subordinate to the public good.

Because I have the right to—

Own property which cannot be taken from me except by due process of law, to hold my home inviolate from unlawful search and myself from illegal seizure, and to establish my own integrity,

IT IS MY DUTY TO—

Respect the property and personal rights of others; to refrain from trespass; and to avoid slander, knowing that a person's good name is his legal right.

Because I have the right to—

Be tried by a jury of my fellow citizens if I am legally charged with a crime; to be assured that I cannot be punished more than once for the same offense; to refuse to testify against myself; to be free under bond except for a capital offense,

IT IS MY DUTY TO—

Remember at all times that a person accused is deemed to be innocent until proved guilty; to abstain from passing my own judgment until the court has made its decision; and to assist the courts by serving as a witness or on a jury when called upon to do so.

Because I have the right to—

Follow without interference the lawful occupations of peacetime, to own and bear arms legally, to serve in military organizations voluntarily,

IS MY DUTY TO—

Serve my country well at all times, to cherish and protect it from its enemies within or without, and serve under arms when called in an emergency, sacrificing my life and property if need be that this nation might live.

Because I have the right to—

Exercise my rights as a citizen under the Constitution of the United States and the laws of the state and of the community in which I live; to engage in whatever occupation I may lawfully follow; to be free to travel, to educate myself, and to strive for my own occupational competence and happiness,

IT IS MY DUTY TO—

Preserve, protect and defend the Constitution of the United States, to obey its laws, to make myself personally competent, to conduct myself at all times as an honorable citizen of a great nation under whose flag mankind has reached its highest state of freedom.

The Flag Speaks:

Born during the nation's infancy, I have grown with it, my stars increasing in number . . . the domain over which I wave expanding until the sun on my flying folds never sets.

UNIT TWO
The Flag of the United States

Filled with significance are my colors of red, white, and blue into which have been woven the strength and courage of American manhood, the love and loyalty of American womanhood.

Stirring are the stories of my stars and stripes.
I represent the Declaration of Independence.
I stand for the Constitution of the United States.
I reflect the wealth and grandeur of this great Land of Opportunity.
I signify the Law of the Land.
I tell the achievements and progress of the American people in art and science, culture and literature, invention and commerce, trade and industry.
I stand for peace and good will among the nations of the world.
I believe in tolerance.
I am the badge of the nation's Greatness, and the emblem of its Destiny.
Threaten Me and Millions Will Spring to My Defense.

I AM THE AMERICAN FLAG

Pledge to the Flag

In pledging allegiance to the Flag of the United States of America, the approved practice in schools, which is suitable also for civilian adults, is as follows:

"I pledge allegiance to the flag of the United States of America, and to the Republic for which it stands, one Nation under God, indivisible, with liberty and justice for all." Such pledge should be rendered by standing at attention with the right hand over the heart. When not in uniform, men should remove their headdress with their right hand and hold it at the left shoulder, the hand being over the heart. Persons in uniform should face the Flag, render the military salute and remain silent.

Salute to the Flag

During the ceremony of hoisting or lowering the Flag, or when the Flag is passing in a parade or in a review, all persons present should face the Flag, stand at attention, and salute. Those present in uniform should render the military salute. When not in uniform, men should remove the headdress with the right hand, holding it at the left shoulder, the hand being over the heart. Men without hats should salute in the same manner. Aliens should stand at attention. Women should salute by placing the right hand over the heart. The salute to the Flag in the moving column should be rendered at the moment the Flag passes.

Salute to National Anthem (See inside front cover)

When the National Anthem is played and the flag is not displayed, all present should stand and face toward the music. Those in uniform should salute at the first note of the Anthem, retaining this position until the last note. All others should stand at attention, with their right hand over their heart, men removing the headdress. When the flag is displayed, all present should face the Flag and salute.

"The Star-Spangled Banner" is now the National Anthem of the United States of America. It was made such by Act of Congress, March 3, 1931.

HISTORIC FLAGS FROM PAST TO PRESENT

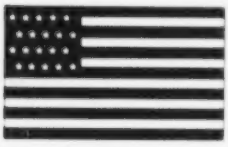
Admission of states to the Union by dates and in the order of their admission:

FIRST STARS AND STRIPES

1. Delaware ..... Dec. 7, 1787
2. Pennsylvania ..... Dec. 12, 1787
3. New Jersey ..... Dec. 18, 1787
4. Georgia ..... Jan. 2, 1788
5. Connecticut ..... Jan. 9, 1788
6. Massachusetts ..... Feb. 6, 1788
7. Maryland ..... Apr. 28, 1788
8. South Carolina ..... May 23, 1788
9. New Hampshire ..... June 21, 1788
10. Virginia ..... June 25, 1788
11. New York ..... July 26, 1788
12. North Carolina ..... Nov. 21, 1789
13. Rhode Island ..... May 29, 1790

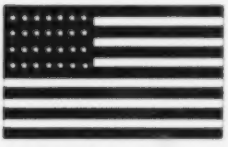
STARS & STRIPES (15 STRIPES)

14. Vermont ..... Mar. 4, 1791
15. Kentucky ..... June 1, 1792



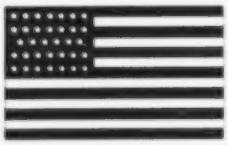
STARS AND STRIPES (1818)

16. Tennessee ..... June 1, 1796
17. Ohio ..... Mar. 1, 1803
18. Louisiana ..... Apr. 30, 1812
19. Indiana ..... Dec. 11, 1816
20. Mississippi ..... Dec. 10, 1817



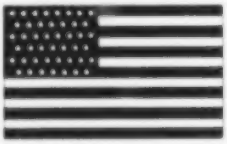
MEXICAN WAR FLAG

21. Illinois ..... Dec. 3, 1818
22. Alabama ..... Dec. 14, 1819
23. Maine ..... Mar. 15, 1820
24. Missouri ..... Aug. 10, 1821
25. Arkansas ..... June 15, 1836
26. Michigan ..... Jan. 26, 1837
27. Florida ..... Mar. 3, 1845
28. Texas ..... Dec. 29, 1845



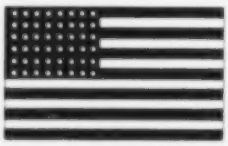
CIVIL WAR FLAG

29. Iowa ..... Dec. 28, 1846
30. Wisconsin ..... May 29, 1848
31. California ..... Sept. 9, 1850
32. Minnesota ..... May 11, 1858
33. Oregon ..... Feb. 14, 1859
34. Kansas ..... Jan. 29, 1861



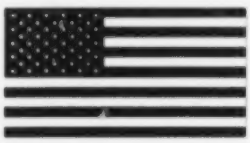
SPANISH-AMERICAN WAR FLAG

35. West Virginia ..... June 20, 1863
36. Nevada ..... Oct. 31, 1864
37. Nebraska ..... Mar. 1, 1867
38. Colorado ..... Aug. 1, 1876
39. North Dakota ..... Nov. 2, 1889
40. South Dakota ..... Nov. 2, 1889
41. Montana ..... Nov. 8, 1889
42. Washington ..... Nov. 11, 1889
43. Idaho ..... July 3, 1890
44. Wyoming ..... July 10, 1890
45. Utah ..... Jan. 4, 1896



WORLD WAR I WORLD WAR II KOREAN WAR

46. Oklahoma ..... Nov. 16, 1907
47. New Mexico ..... Jan. 6, 1912
48. Arizona ..... Feb. 14, 1912



VIETNAM WAR

49. Alaska ..... Jan. 3, 1959
50. Hawaii ..... Aug. 21, 1959

SECTION ONE

THE FLAG CODE

Title 36, U.S.C., Chapter 10
As amended by P. L. 344, 94th Congress
Approved July 7, 1976

§ 170. National Anthem; Star-Spangled Banner (See inside front cover)

The composition consisting of the words and music known as The Star-Spangled Banner is designated the national anthem of the United States of America.

§ 171. Conduct during playing

During rendition of the national anthem when the flag is displayed, all present except those in uniform should stand at attention facing the flag with the right hand over the heart. Men not in uniform should remove their headdress with their right hand and hold it at the left shoulder, the hand being over the heart. Persons in uniform should render the military salute at the first note of the anthem and retain this position until the last note. When the flag is not displayed, those present should face toward the music and act in the same manner they would if the flag were displayed there.

§ 172. Pledge of allegiance to the flag; manner of delivery

The Pledge of Allegiance to the Flag, "I pledge allegiance to the Flag of the United States of America, and to the Republic for which it stands, one Nation under God, indivisible, with liberty and justice for all.", should be rendered by standing at attention facing the flag with the right hand over the heart. When not in uniform men should remove their headdress with their right hand and hold it at the left shoulder, the hand being over the heart. Persons in uniform should remain silent, face the flag, and render the military salute.

§ 173. Display and use of flag by civilians; codification of rules and customs; definition

The following codification of existing rules and customs pertaining to the display and use of the flag of the United States of America is established for the use of such civilians or civilian groups or organizations as may not be required to conform with regulations promulgated by one or more executive departments of the Government of the United States. The flag of the United States for the purpose of this chapter shall be defined according to sections 1 and 2 of Title 4 and Executive Order 10834 issued pursuant thereto.

§ 174. Time and occasions for display; hoisting and lowering

(a) It is the universal custom to display the flag only from sunrise to sunset on buildings and on stationary flagstaffs in the open. However, when a patriotic effect is desired, the flag may be displayed twenty-four hours a day if properly illuminated during the hours of darkness.

(b) The flag should be hoisted briskly and lowered ceremoniously.

(c) The flag should not be displayed on days when the weather is inclement, except when an all weather flag is displayed.

(d) The flag should be displayed on all days, especially on New Year's Day, January 1; Inauguration Day, January 20; Lincoln's Birthday, February 12; Washington's Birthday, third Monday in February; Easter Sunday (variable); Mother's Day, second Sunday in May; Armed Forces Day, third Saturday in May; Memorial Day (half-staff until noon), the last Monday in May; Flag Day, June 14; Independence Day, July 4; Labor Day, first Monday in September; Constitution Day, September 17; Columbus Day, second Monday in October; Navy Day, October 27; Veterans Day, November 11; Thanksgiving Day, fourth Thursday in November; Christmas Day, December 25; and such other days as may be proclaimed by the President of the United States; the birthdays of States (date of admission); and on State holidays.

(e) The flag should be displayed daily on or near the main administration building of every public institution.

(f) The flag should be displayed in or near every polling place on election days.

(g) The flag should be displayed during school days in or near every schoolhouse.

§ 175. Position and manner of display

The flag, when carried in a procession with another flag or flags, should be either on the marching right; that is, the flag's own right, or, if there is a line of other flags, in front of the center of that line,

(a) The flag should not be displayed on a float in a parade except from a staff, or as provided in subsection (i) of this section.

(b) The flag should not be draped over the hood, top, sides, or back of a vehicle or of a railroad train or a boat. When the flag is displayed on a motorcar, the staff shall be fixed firmly to the chassis or clamped to the right fender.

(c) No other flag or pennant should be placed above or, if on the same level, to the right of the flag of the United States of America, except during church services conducted by naval chaplains at sea, when the church pennant may be flown above the flag during church services for the personnel of the Navy. No person shall display the flag of the United Nations or any other national or international flag equal, above, or in a position of superior prominence or honor to, or in place of, the flag of the United States at any place within the United States or any Territory or possession thereof: *Provided*, That nothing in this section shall make unlawful the continuance of the practice heretofore followed of displaying the flag of the United Nations in a position of superior prominence or honor, and other national flags in positions of equal prominence or honor, with that of the flag of the United States at the headquarters of the United Nations.

(d) The flag of the United States of America, when it is displayed with another flag against a wall from crossed staffs, should be on the right, the flag's own right, and its staff should be in front of the staff of the other flag.

(e) The flag of the United States of America should be at the center and at the highest point of the group when a number of flags of States or localities or pennants of societies are grouped and displayed from staffs.

(f) When flags of States, cities, or localities, or pennants of societies are flown on the same halyard with the flag of the United States, the latter should always be at the peak. When the flags are flown from adjacent staffs, the flag of the United States should be hoisted first and lowered last. No such flag or pennant may be placed above the flag of the United States or to the United States flag's right.

(g) When flags of two or more nations are displayed, they are to be flown from separate staffs of the same height. The flags should be of approximately equal size. International usage forbids the display of the flag of one nation above that of another nation in time of peace.

(h) When the flag of the United States is displayed from a staff projecting horizontally or at an angle from the window sill, balcony, or front of a building, the union of the flag should be placed at the peak of the staff unless the flag is at half staff. When the flag is suspended over a sidewalk from a rope extending from a house to a pole at the edge of the sidewalk, the flag should be hoisted out, union first, from the building.

(i) When displayed either horizontally or vertically against a wall, the union should be uppermost and to the flag's own right, that is, to the observer's left. When displayed in a window, the flag should be displayed in the same way, with the union or blue field to the left of the observer in the street.

(j) When the flag is displayed over the middle of the street, it should be suspended vertically with the union to the north in an east and west street or to the east in a north and south street.

(k) When used on a speaker's platform, the flag, if displayed flat, should be displayed above and behind the speaker. When displayed from a staff in a church or public auditorium, the flag of the United States of America should hold the position of superior prominence, in advance of the audience, and in the position of honor at the clergyman's or speaker's right as he faces the audience. Any other flag so displayed should be placed on the left of the clergyman or speaker or to the right of the audience.

(l) The flag should form a distinctive feature of the ceremony of unveiling a statue or monument, but it should never be used as the covering for the statue or monument.

(m) The flag, when flown at half-staff, should be first hoisted to the peak for an instant and then lowered to the half-staff position. The flag should be again raised to the peak before it is lowered for the day. On Memorial Day the flag should be displayed at half-staff until noon only, then raised to the top of the staff. By order of the President, the flag shall be flown at half-staff upon the death of principal figures of the United States Government and the Governor of a State, territory, or possession, as a mark of respect to their memory. In the

event of the death of other officials or foreign dignitaries, the flag is to be displayed at half-staff according to Presidential instructions or orders, or in accordance with recognized customs or practices not inconsistent with law. In the event of the death of a present or former official of the government of any State, territory, or possession of the United States, the Governor of that State, territory, or possession may proclaim that the National flag shall be flown at half-staff. The flag shall be flown at half-staff thirty days from the death of the President or a former President; ten days from the day of death of the Vice President, the Chief Justice or a retired Chief Justice of the United States, or the Speaker of the House of Representatives; from the day of death until interment of an Associate Justice of the Supreme Court, a Secretary of an executive or military department, a former Vice President, or the Governor of a State, territory, or possession; and on the day of death and the following day for a Member of Congress. As used in this subsection—

(1) the term "half-staff" means the position of the flag when it is one-half the distance between the top and bottom of the staff;

(2) the term "executive or military department" means any agency listed under sections 101 and 102 of title 5; and

(3) the term "Member of Congress" means a Senator, a Representative, a Delegate, or the Resident Commissioner for Puerto Rico.

(n) When the flag is used to cover a casket, it should be so placed that the union is at the head and over the left shoulder. The flag should not be lowered into the grave or allowed to touch the ground.

(o) When the flag is suspended across a corridor or lobby in a building with only one main entrance, it should be suspended vertically with the union of the flag to the observer's left upon entering. If the building has more than one main entrance, the flag should be suspended vertically near the center of the corridor or lobby with the union to the north, when entrances are to the east and west or to the east when entrances are to the north and south. If there are entrances in more than two directions, the union should be to the east.

§ 176. Respect for flag

No disrespect should be shown to the flag of the United States of America; the flag should not be dipped to any person or thing. Regimental colors, State flags, and organization or institutional flags are to be dipped as a mark of honor.

(a) The flag should never be displayed with the union down, except as a signal of dire distress in instances of extreme danger to life or property.

(b) The flag should never touch anything beneath it, such as the ground, the floor, water, or merchandise.

(c) The flag should never be carried flat or horizontally, but always aloft and free.

(d) The flag should never be used as wearing apparel, bedding, or drapery. It should never be festooned, drawn back, nor up, in folds, but always allowed to fall free. Bunting of blue, white, and red, always arranged with the blue above, the white in the middle, and the red below, should be used for covering a speaker's desk, draping the front of the platform, and for decoration in general.

(e) The flag should never be fastened, displayed, used, or stored in such a manner as to permit it to be easily torn, soiled, or damaged in any way.

(f) The flag should never be used as a covering for a ceiling.

(g) The flag should never have placed upon it, nor on any part of it, nor attached to it any mark, insignia, letter, word, figure, design, picture, or drawing of any nature.

(h) The flag should never be used as a receptacle for receiving, holding, carrying, or delivering anything.

(i) The flag should never be used for advertising purposes in any manner whatsoever. It should not be embroidered on such articles as cushions or handkerchiefs and the like, printed or otherwise impressed on paper napkins or boxes or anything that is designed for temporary use and discard. Advertising signs should not be fastened to a staff or halyard from which the flag is flown.

(j) No part of the flag should ever be used as a costume or athletic uniform. However, a flag patch may be affixed to the uniform of military personnel, firemen, policemen, and members of patriotic organizations. The flag represents a living country and is itself considered a living thing. Therefore, the lapel flag pin being a replica, should be worn on the left lapel near the heart.

(k) The flag, when it is in such condition that it is no longer a fitting emblem for display, should be destroyed in a dignified way, preferably by burning.

§ 177. Conduct during hoisting, lowering or passing of flag

During the ceremony of hoisting or lowering the flag or when the flag is passing in a parade or in review, all persons present except those in uniform should face the flag and stand at attention with the right hand over the heart. Those present in uniform should render the military salute. When not in uniform, men should remove their headdress with their right hand and hold it at the left shoulder, the hand being over the heart. Aliens should stand at attention. The salute to the flag in a moving column should be rendered at the moment the flag passes.

§ 178. Modification of rules and customs by President

Any rule or custom pertaining to the display of the flag of the United States of America, set forth in section 171-178 of this title, may be altered, modified, or repealed, or additional rules with respect thereto may be prescribed, by the Commander in Chief of the Armed Forces of the United States, whenever he deems it to be appropriate or desirable; and any such alteration or additional rule shall be set forth in a proclamation.

SECTION TWO
Interpretations

The office of the National Americanism Commission of The American Legion receives innumerable and varied inquiries regarding proper civilian flag etiquette. Many questions on this subject are not answered in the Flag Code, Title 36, U.S.C., and available textbooks on flag etiquette.

The purpose of this Section is to set forth the official opinion of the office of the National Americanism Commission on such questions. All references following interpretations are to Title 36, U.S.C., Chapter 10.

1. Q. Is it necessary for a person to stand and salute when the national anthem is played?

   A. During rendition of the national anthem when the flag is displayed, all present except those in uniform should stand at attention facing the flag with the right hand over the heart. Men not in *uniform* should remove their headdress with their right hand and hold it at the left shoulder, the hand being over the heart. Persons in *uniform* should render the military salute at the first note of the anthem and retain this position until the last note. *When* the flag is not displayed, those present should face toward the music and act in the same manner they would if the flag were displayed there.

2. Q. Is it necessary for a person to stand and salute when the national anthem is sung by a soloist and/or the audience?

   A. Yes.

3. Q. What should persons do when they are walking along the street and "The Star-Spangled Banner" is heard?

   A. If the music is outdoors, near and quite audible, all persons should stop, uncover, and stand at attention.

4. Q. Is it necessary for a person to stand and salute when the national anthem is played over a loud speaker arrangement, film tract, radio, "juke box" or other type of a musical reproduction machine in a theatre, restaurant or other public place?

   A. No. It is recommended that persons pay respect only when the national anthem is played by a band, orchestra or other musical instrument actually in the room. The office of the National Americanism Commission believes that when the national anthem is played over a radio or in a restaurant from a "juke box" or some other type of musical reproduction machine, or in a theater over a film tract, it would seem more or less forced and unnatural to pay special respect.

5. Q. Is it necessary for a person to stand and salute when a reproduction of the flag of the United States of America is flashed on a motion picture or TV screen?

   A. No; it is not necessary to salute reproductions or photographs of the flag.

6. Q. Is it proper to stand when "America," "God Bless America," "The Red, White

and Blue," and other such patriotic songs are played?

A. It is not required. However, on occasions when patriotic enthusiasm runs high, it is common practice.

7. Q. What is the proper manner of pledging allegiance to the Flag of the United States?

A. The Pledge is rendered by standing at attention facing the Flag with the right hand over the heart. When not in uniform men should remove their headdress with their right hand and hold it at the left shoulder, the hand being over the heart. Persons in uniform should remain silent, face the Flag and render the military salute.

8. Q. Is it proper to fly the flag of the United States of America outdoors all night long?

A. Yes — providing it is properly illuminated during the hours of darkness and an all weather flag is used when displayed in inclement weather. Instances where the Flag flies 24 hours a day are:

(1) Two flags over the Capitol Building in Washington; one over the East front and one over the West front, day and night throughout the year.

(2) Over a permanent fort or ship when engaged in battle.

(3) By our armed forces when engaged in battle.

9. Q. What is meant by the term "all weather Flag"?

A. An "all weather Flag" is defined as a Flag made of non-absorbent material such as nylon.

10. Q. What interpretation is placed on that part of the Flag Code which reads: "the Flag may be displayed at night when it is desired to produce a patriotic effect"?

A. The Flag Code provides that the Flag be raised at sunrise and lowered at sunset unless inclement weather is prevalent. Flag Code goes on to say that a Flag may be displayed at night if illuminated when it is desired to produce a patriotic effect. This means that as long as the Flag is displayed with a light on it, it can be displayed twenty-four hours a day to produce a patriotic effect.

There must be a night watchman or someone present to lower the Flag in case of inclement weather unless an all weather Flag is used.

11. Q. What is proper respect to the flag during the ceremony of hoisting or lowering the flag, or when the flag is passing in parade or in a review?

A. During the ceremony of hoisting or lowering the flag or when the flag is passing in a parade or in review, all persons present except those in uniform should face the flag and stand at attention with the right hand over the heart. Those present in uniform should render the military salute. When not in uniform, men should remove their headdress with their right hand and hold it at the left shoulder, the hand being over the heart. Aliens should stand at attention. The salute to the flag in a moving column should be rendered at the moment the flag passes.

12. Q. What is the law governing display of the Flag of the United States in connection with the flag of the United Nations or other national or international flags?

A. No person shall display the Flag of the United Nations or any other nation or international flag equal, above, or in a position of superior prominence or honor to, or in place of, the Flag of the United States at any place within the United States or any Territory or possession therof: *Provided*, That nothing in this section shall make unlawful the continuance of the practice heretofore followed of displaying the flag of the United Nations in a position of superior prominence or honor, and other national flags in positions of equal prominence or honor, with that of the Flag of the United States at the headquarters of the United Nations.

13. Q. In displaying the flag flat, either horizontally or vertically, in the window of a home or place of business, or flat against the wall, what should be the position of the flag?

A. It should be displayed with the union (blue field of stars) to the left of the observer in the street.

14. Q. Is it proper for policemen and firemen to salute the flag with the hand salute or should they uncover?

A. The Fire Department regulations of many of our big cities prescribe that firemen in uniform should salute the flag with the hand salute, and Police Department regulations prescribe that policemen in uniform should salute with the hand, unless the baton is drawn, in which case the baton salute shall be rendered. In view of the fact that policemen and firemen are members of uniformed municipal forces which, regarding discipline and other matters, are quasi-military in nature, it is considered perfectly proper for them to salute the flag with the hand or baton.

15. Q. Can the flag be washed or dry-cleaned?

A. Yes; it is permissible to wash, but preferable to dry-clean the flag.

16. Q. May unserviceable flags be destroyed?

A. Yes. A "Ceremony for Disposal of Unserviceable Flags" is performed by many American Legion Posts on Flag Day, June 14th. Otherwise, unserviceable flags may be destroyed, preferably by burning.

17. Q. Does the Flag Code under Title 36, U.S.C. provide penalties for mutilation, defacement or desecration of the Flag of the United States.

A. No, however, many states have passed laws providing penalties for such occurances. In abscence of state law, Title 18, U.S.C., Chapter 33, Section 700(a) states: "Whoever knowingly casts contempt upon any flag of the United States by publicly mutilating, defacing, defiling, burning or trampling upon it shall be fined not more than $1,000 or imprisoned for not more than one year, or both.

SECTION THREE

Suggested Course of Study on Flag Education

The purpose of this particular activity is to build patriotism and to develop a thorough understanding of the proper display of Old Glory and of the history of our Flag.

A course of eighteen weeks' study of Flag history and Flag etiquette is outlined here by the National Americanism Commission. This course has proved very popular and a number of American Legion Posts have been successful in making it a part of the regular course of study in the schools in their communities. It has also been used very successfully in the education programs of the foreign-born. The plan is designed not only for the upper grades of the grammar schools, but with very little change can be rearranged by the teachers for presentation to the lower grades. With slight variations this proposed study of the Flag can be used by any patriotic or civic group for citizenship instruction.

THE PLAN FOR SCHOOLS

(Modify for other groups)

It is suggested that on one day of the first week of school (or citizenship instruction course) a patriotic demonstration be held on the school grounds, at which time a formal Flag-raising ceremony should be carried out. The entire community should be asked to turn out for the program. The student body of the school should be informed beforehand as to the proper salute to render. Here is a suggested program for this type of meeting:

Patriotic selection by band.
Call to order by school superintendent.
Invocation.
Introductory address by an American Legion Post Commander.
Pledge to the Flag by assembly.
Flag-raising ceremony.
"The Star-Spangled Banner" by band.
Introduction of speaker by American Legion Post Commander.
Address on the Flag.
Benediction.

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Weekly subjects for the following seventeen class periods (one subject per week):

1. Flag-raising ceremony.
2. Proper respect due the Flag—Salute—Oath of Allegiance.
3. Flags of our early Colonial days.
4. Flags of the United Colonies.

5. Birth of the United States Flag.
6. The development and growth of the United States Flag.
7. Description of the Flag.
8. Education and the Flag.
9. The Declaration of Independence and the Flag.
10. The first appearance of "Our Flag" in battle.
11. The Flag and the law.
12. American ideals and the Flag.
13. Patriotism of the Flag.
14. Proper manner of displaying the Flag.
15. Origin of Flag Day.
16. History of "The Star-Spangled Banner."
17. Flag Cautions.

During the eighteenth week an examination covering the entire course of study should be conducted. A suggested outline of questions and answers follows:

1. Q. By what authority was our first National Flag established?

   A. Authorized by the Continental Congress.

2. Q. Quote the exact language of the original Flag law.

   A. Resolved, That the Flag of the United States be thirteen stripes, alternate red and white; that the union be thirteen stars, white in a blue field, representing a new constellation.

3. Q. When was our state admitted to the union of the United States of America?

   A. _____
   (Answer to be inserted apply to your particular state.)

4. Q. Name the original states represented by the stripes of the Flag.

   A. New Hampshire, Massachusetts, Connecticut, Rhode Island, New York, Delaware, Pennsylvania, Maryland, Virginia, North Carolina, South Carolina, Georgia and New Jersey.

5. Q. When was the first law passed that governs the present design of the Flag?

   A. April 4, 1818.

6. Q. Mention two early American Flags which suggested part of the design of the present Flag.

   A. Naval ensign 1776-1777. Striped union 1776-1777.

7. Q. What was the official Flag of the United States between September 3, 1777, and January 13, 1794? Between May 1, 1795, and April 4, 1818.

   A. Flag of 13 stars and 13 stripes.
   Flag of 15 stars and 15 stripes.

8. Q. When it arises from the ground or a low foundation, what should be the approximate length of a Flag pole expressed in lengths of a Flag displayed?

   A. Col. Kerrick, in his authoritative book, *"The Flag of the United States,"* says: "To secure best effect and appearance, a Flag pole, in height above the ground, should be three or four times the length of the Flag to be displayed."

9. Q. Mention four contemporary Flag designs, other than the Stars and Stripes, which have been established by Congress.

   A. Yacht ensign, Revenue Flag, President's Flag, Navy Union Jack.

10. Q. What date do we observe as the anniversary of the Flag? When and by whom was this anniversary proclaimed?

    A. June 14. President Wilson, 1915.

11. Q. According to a statement ascribed to George Washington, what is the significance of each of the colors in the Flag?

    A. We take the stars and blue union from Heaven, the red from our Mother Country, separating it by white stripes, thus showing that we have separated from her, and the white stripes shall go down to posterity representing liberty.

12. Q. What was the inscription on the Pine Tree Flag? On the Rattlesnake Flag? In what colony did each of these Flags originate?

    A. "An Appeal to Heaven," "Don't Tread on Me," Massachusetts and North Carolina.

13. Q. What are the proportions of the National Flag?

A. Width, 1; length 1.9; width of union, 7/13; length of union, 0.76; width of each stripe, 1/13; diameter of each star, .0616.

14. Q. When and by whom were the present proportions established?

A. President Taft, 1912; revoked and republished by President Wilson, 1916.

15. Q. On what days should the Flag be displayed?

A. On all days of patriotic observance and on the occasion of visits from high government officials. Schools and public buildings should display it every day.

16. Q. What naval commander first flew the Stars and Stripes? When and over what ship?

A. John Paul Jones. Ranger, July 8, 1777.

17. Q. What is the proper salute to the Flag by a man or boy in civilian clothes? By a woman or girl?

A. Remove hat and hold it at the left shoulder with right hand over the heart. Right hand over the heart.

18. Q. What is our National Anthem? By whom was it written? Under what conditions?

A. "The Star-Spangled Banner," Francis Scott Key. Written while a captive of the British during a night attack on Fort McHenry, September 13, 1814.

19. Q. How is the Flag displayed on Memorial Day?

A. Half-mast until noon, then raised to full staff until sunset.

20. Q. When the Flag becomes faded, frayed or otherwise damaged, how should it be disposed of?

A. It should be destroyed preferably by burning, or some other method in harmony with reverence and respect we owe to the emblem representing our country.

21. Q. During what part of the day should the Flag be displayed when it is flown from a halyard?

A. Sunrise to sunset.

22. Q. Who gave the name of "Old Glory" to the Flag?

A. Capt. William Driver.

23. Q. Is the Flag of the United States ever dipped in salute to any individual?

A. No.

24. Q. How may the flag be used in connection with the unveiling of a monument?

A. It should never be used to cover the statue, but should be flown on a staff to the right of it.

25. Q. Is it correct to use the Flag for a merely decorative purpose in any printed, painted or embroidered design?

A. No.

26. Q. When the flag is suspended from a cord or wire over the center of a street, what should be the position of the union?

A. The union should be to the north in an east and west street or to the east in a north and south street.

27. Q. Describe the Striped Union Flag.

A. Thirteen horizontal stripes alternate red and white with the English union cantoned in the corner.

28. Q. How is crepe used with the Flag to indicate mourning? By whose order?

A. On the flagstaff by attaching two streamers of black crepe to the spear-head. By order of the President.

29. Q. Should the Flag be worn as a part of any costume?

A. No.

30. Q. In what war did the Stars and Stripes first replace regimental colors as the official Flag of the Army of the United States?

A. Mexican War in 1846-47.

31. Q. What is the meaning of a Flag flown with the union down?

A. Sign of distress.

32. Q. Describe the coat-of-arms of the United States.

A. Chief figure of an American eagle holding an olive branch in his right talon and a bundle of thirteen arrows in his left. Superimposed on him is a

blue shield bearing thirteen vertical stripes, alternate red and white with a plain blue chief. In the beak of the eagle is a scroll with the motto: E. Pluribus Unum.

33. Q. Should a Flag be hoisted rapidly, or slowly and ceremoniously? How should it be lowered?
    A. Rapidly. Slowly and ceremoniously.

34. Q. Quote the pledge of allegiance to the Flag.
    A. "I pledge allegiance to the Flag of the United States of America and to the Republic for which it stands, one Nation under God, indivisible, with liberty and justice for all."

35. Q. How is the pledge of allegiance to the Flag given?
    A. Should be rendered by standing at attention facing the flag with the right hand over the heart. When not in uniform men should remove their headdress with their right hand and hold it at the left shoulder, the hand being over the heart. Persons in uniform should remain silent, face the flag, and render the military salute.

36. Q. When used to cover the casket of a veteran, what should be the position of the union of the Flag?
    A. Union of the Flag is placed over left shoulder of the body.

37. Q. At what position in a parade should the Flag of the United States be carried?
    A. In front and at the right of a column or section. If other flags are carried it may go before them at center of line.

38. Q. Was the Flag of the United States flown over the front line troops during the First World War? Over what occupied territory was it flown after the Armistice?
    A. No. Germany.

39. Q. What should be done by all spectators while the Flag of the United States is being hoisted or lowered?
    A. They should stand at attention, the men uncovering. Persons in uniform should render the military salute.

40. Q. How is a Flag correctly displayed on an automobile?
    A. Fix it to a staff on the right fender. Do not drape.

41. Q. When a Flag is displayed flat against a wall, what should be the position of the union?
    A. The union should always be at the observer's left.

42. Q. Should the Flag be lowered into a grave?
    A. No.

43. Q. Since the passage of the National Flag resolve, what Presidents have issued orders affecting the proportions of the Flag?
    A. Presidents Monroe, Taft and Wilson.

44. Q. What is the correct position for a staffed Flag on a speaker's platform?
    A. At the speaker's right.

45. Q. When was the first National Flag Conference called? By what organization? Who was the first speaker?
    A. June 14, 1923. The American Legion. President Harding.

46. Q. Is it proper to drape or festoon the Flag?
    A. No.

47. Q. Should portions of the melody of "The Star-Spangled Banner" be interpolated in any medley?
    A. No.

48. Q. When was the Flag of the United States first borne into a major engagement by the American Army?
    A. Battle of Brandywine, September 7, 1777.

49. Q. Is it correct to place any object or emblem on or above the Flag of the United States?
    A. No.

50. Q. What authority is there for the use of a yellow fringe on the Flag?
    A. Authorized by U.S. Army Regulations as published by the War Department in 1923.

The following reference texts will supply the necessary information for the course of study outlined:

"The Flag Code" — National Americanism Commission, The American Legion, Indianapolis, Indiana.

"Let's Be Right on Flag Etiquette" — National Americanism Commission, Indianapolis, Indiana.

"Origin and History of the Flag" — George Henry Preble, Published by Frank-Maurice, Inc., 114 E. 32nd Street, New York City.

"The Flag of the United States: Your Flag and Mine" — Colonel Harrison S. Kerrick, Published by The White House, Chicago, Ill.

"The Flag of the United States: Its History and Symbolism" — Colonel James A. Moss. Published by the United States Flag Association, Washington, D.C.

"How the Flag Became Old Glory" — E. L. Scott. Published by the Macmillan Company, 60 Fifth Avenue, New York City.

There are many other ways in which Legion Posts can crusade for the Flag. Every opportunity should be grasped to address the school children on the Flag.

American Legion Post are urged to augment their Flag education programs by distributing copies of the FLAG CODE to schools. Prices of the FLAG CODE are stated in the National Emblem Sales Catalog.

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DAYS FOR DISPLAY OF FLAG

The flag should be displayed on all days, especially on New Year's Day, January 1; Inauguration Day, January 20; Lincoln's Birthday, February 12; Washington's Birthday, third Monday in February; Easter Sunday (variable); Mother's Day, second Sunday in May; Armed Forces Day, third Saturday in May; Memorial Day (half-staff until noon), the last Monday in May; Flag Day, June 14; Independence Day, July 4; Labor Day, first Monday in September; Constitution Day, September 17; Columbus Day, second Monday in October; Navy Day, October 27; Veterans Day, November 11; Thanksgiving Day, fourth Thursday in November; Christmas Day, December 25; such other days as may be proclaimed by the President of the United States; the birthdays of States (date of admission) and on State holidays.

CHALK TALK ON THE FLAG*

Within the four walls of this school building are treasured the coming citizens of this great nation of ours. You boys and girls are the future Washingtons and Lincolns of our country. Ours is the greatest nation on the face of the globe, and it will be our responsibility to carry on and aid in building the United States to even a greater nation than it is today.

The American Legion, made up of men and women who served in the World Wars, Korea and Vietnam, is anxious to do all it can to safeguard this nation, and it is a part of the Legion's program to help build you boys and girls into men and women who will have imbedded deep in your hearts and minds a true love for our Country and for our Flag.

As I stand before this student body, I am thinking of what this button you see on my coat lapel means. It is the emblem of The American Legion. Every time I look at the emblem I think of the three million men and women in the ranks of the Legion, of my obligation to those men and of their obligation to me. I think of what we have gone through together; of how some of those Legionnaires crossed submarine-infested seas to go to the aid of the Allied Nations. I think of the fierce battles in which we fought side by side. I can see in my memory comrades of mine going through untold misery and privation. I can see my comrades giving their last full measure of devotion so that you boys and girls might continue on and on, building this great country of ours.

As I have stated, when I look at this Legion button I am reminded of those experiences. It is the emblem of our oganization. The same is true of the "Stars and Stripes." It is the emblem of our nation, your country and my country, and when we think of one, we should think of the other. I believe, if I show you on the blackboard just what I mean, rather than talk to you, that you will remember and be able to understand the true meaning of the lesson I have for you. I am going to point out to you on the blackboard how our Country and our Flag go together. (Note: Place on blackboard the following:)

F Country
L
A
G

The letter "F" in the Flag stands for something very important in our coutry. It stands for faith. In times such as we are now going through, we must all have faith in our nation and in its leaders. We must not permit ourselves nor our friends to lose that faith. We must continue to build for a greater nation in the future.

The letter "L" in the Flag stands for loyalty. We must be loyal to our nation at all times. We must be willing and anxious to serve this nation of ours. It was the loyalty of George Washington and those early patriots that went to build the solid foundation upon which the United States has grown to be the greatest nation in the world. Every time you

*(This address, in the form of a chalk talk, has been prepared for use by Legion speakers appearing before grammar school grades. It is especially fitted for use as a part of the Flag education program of the Legion. The idea for this address was originated by R. C. Patterson, Department Adjutant of Nebraska.)

salute "Old Glory" you show your loyalty and devotion to it. Loyalty to our Flag was instilled deep in the hearts of those men who suffered at Valley Forge in Washington's time. It was a true sense of loyalty that impelled the young men of this country to march away in 1896 to defend the Flag, and again in 1917, 1941, 1950 and 1964.

Now for the letter "A" in the Flag, I am going back to an ancient language from which many of our English words are taken. When you graduate from grammar school and start your high school education, some of you may study Latin, and one of the first words you will learn in that language will be "amo" or love. It is love for our Flag and Country that makes our blood thrill with emotion when our Flag passes by. Again it is love for the "Stars and Stripes" when we stand up and salute it. Love and respect for our Flag brings an understanding of its worth and its protection. The American Legion seeks to promote love and respect for the Flag, and we have tried to bring about a more general understanding of the proper use of our Flag and the correct way to display it.

The letter "G" in the Flag stands for glory. You have read and studied in your history classes of the glorious history of the Flag and our Country. I want to urge each and every one of you to continue to study that history very carefully so that you may know what our forefathers have done to make this country what it is today. (Note: The design of the blackboard should now read as follows:)

FAITH in our Country
LOYALTY to our Country
AMO (Love) for our Country
GLORY of our Country

You can see from the design that our Flag and our Country do go together. First we must have "Faith in our Country," then we must be loyal and we must have love for our Flag and the United States. And, if we are to have these three qualities, we must know the glorious history which has made our nation.

(Note: Take crayon and draw a border around the design.)

FAITH in our Country
LOYALTY to our Country
AMO (Love) for our Country
GLORY of our Country

You will note that what I have written on the blackboard is now taking the shape of our Flag. Now that we have a Flag, we must build a staff to hold it on high so that the world might see the "Stars and Stripes." I am going to build for this Flag a staff that is different from the ordinary flagstaff. This staff will be a living one. I am not acquainted with you boys and girls and I do not know your names so I just use common everyday names for the flagstaff. (Note: The addition of the names makes the design read as follows:

FAITH in our Country
LOYALTY to our Country
AMO (Love) for our Country
GLORY for our Country

John Jones
Mary Smith
Ruth Green
Bob Black
Harold Brown
Ann Johnson
Frank Adams
George Murray
Etc.

There are many other people who have served and are now serving the Flag, and I want to add the names of George Washington and Abraham Lincoln and the names of your teachers to this staff. Then, there might be a boy or girl in your class whose parents came from some foreign country but who are real American citizens, and I want to add their names to the staff. I want to impress upon you that it doesn't make any difference what country your parents or your grandparents originally came from, you have the honor and the privilege of helping hold high the Flag of the United States.

To all of you boys and girls I want to give this warning, that, if any of you ever does anything to disgrace your Flag, they your name does not belong on the staff. To illustrate what I mean, I will erase some of the names. You can readily see what this does. The Flag is not held as high as it was before this disgraceful deed was done, and I am sure that none of you wants to see our Flag come down. Therefore, you should always have faith in your country; be loyal at all times; show your love for our Flag and Country, and know its glorious history.

SECTION FOUR

DISPLAY OF THE UNITED STATES OF AMERICA FLAG

DESCRIPTION OF THE FLAG

The Flag of the United States of America has 13 horizontal stripes—7 red and 6 white—the red and white stripes alternating, and a union which consists of white stars of five points on a blue field placed in the upper quarter next to the staff and extending to the lower edge of the fourth red stripe from the top. The number of stars is the same as the number of States in the Union. The canton or union now contains 50 stars arranged in nine horizontal rows—five of which contain six stars and four contain five stars, each star with one point upward. On the admission of a State into the Union, a star will be added to the union of the flag, and such addition will

take effect on the 4th day of July next succeeding such admission. The proportions of the Flag as prescribed by executive Order of President Taft, October 29, 1912, are as follows:

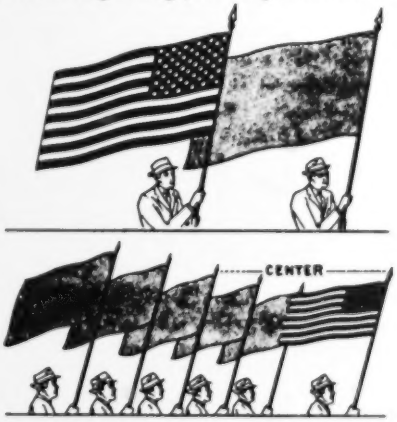
Hoist (width) of flag	1.
Fly (length) of flag	1.9
Hoist (width) of union	7/13
Fly (length) of union	0.76
Width of each stripe	1/13
Diameter of each star	.0616

PROPER MANNER OF DISPLAYING THE FLAG

There are certain fundamental rules of heraldry which, if understood generally, would indicate the proper method of displaying the Flag of the United States of America. The matter becomes a very simple one if it is kept in mind that the Flag represents the living country and is itself considered as a living thing. The union of the Flag is the honor point; the right arm is the sword arm and therefore the point of danger and hence the place of honor.

1. The Flag should be displayed only from sunrise to sunset, or between such hours as may be designated by proper authority. However,the Flag may be displayed at night upon special occasions when it is desired to produce a patriotic effect if illuminated. It should be hoisted briskly, but should be lowered slowly and ceremoniously. The flag should be displayed on all days, especially on New Year's Day, January 1; Inauguration Day, January 20; Lincoln's Birthday, February 12; Washington's Birthday, third Monday in February; Easter Sunday (variable); Mother's Day second Sunday in May; Armed Forces Day, third Saturday in May; Memorial Day (half-staff until noon), the last Monday in May; Flag Day, June 14; Independence Day, July 4; Labor Day, first Monday in September; Constitution Day, September 17; Columbus Day, second Monday in October; Navy Day, October 27; Veterans Day, November 11; Thanksgiving Day, fourth Thursday in November; Christmas Day, December 25; such other days as may be proclaimed by the President of the United States; the birthdays of States (date of admission); and on State holidays. The Flag should be displayed daily, weather permitting, on or near the main administration building of every public institution. The Flag should be displayed in or near every polling place on election days and, during school days, in or near every schoolhouse.

2. When carried in a procession with another flag or flags, the Flag of the United



States of America should be either on the marching right; i.e., the Flag's own right, or when there is a line of other flags, the Flag of the United States of America may be in front of the center of that line.

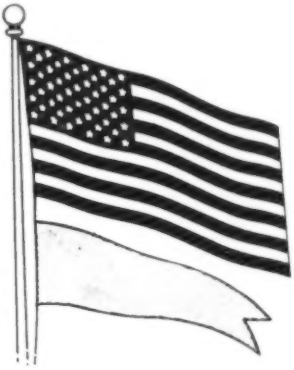
3. When displayed with another flag against a wall from crossed staffs, the Flag of the United States of America should be on the

right, the Flag's own right, and its staff should be in front of the staff of the other flag.

4. When a number of flags of States or cities or pennants of societies are grouped and displayed from staffs with the Flag of the

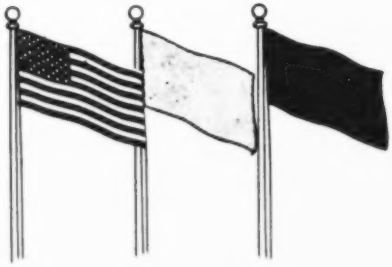
United States of America, the latter should be at the center and at the highest point of the group.

5. When flags of States or cities or pennants of societies are flown on the same halyard with the Flag of the United States of America, the latter should always be at the peak. When flown from adjacent staffs the Flag of the United States of America should be hoisted first and lowered last. No such flag or pennant flown in the former position should be placed above, or in the latter position to the right of the Flag of the United States of



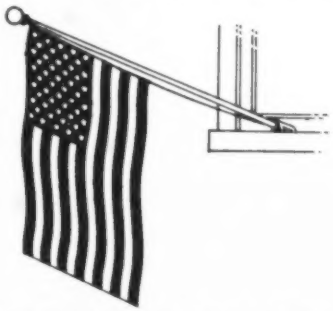
America; i.e., to the observer's left, except during church services conducted by naval chaplains at sea, when the church pennant may be flown above the Flag during church services for the personnel of the Navy.

6. When flags of two or more nations are displayed they should be flown from separate staffs of the same height and the flags should be of approximately equal size. International usage forbids the displaying of the



flag of one nation above that of another nation in time of peace.

7. When the Flag is displayed from a staff projecting horizontally or at an angle from the window, sill, balcony, or front of building, the union of the Flag should go clear to the peak of the staff unless the Flag is at half staff. When the flag is suspended over a sidewalk from a rope extending from a house to a pole at the edge of the sidewalk,

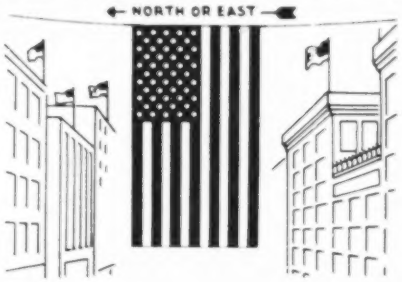


the Flag should be hoisted out from the building towards the pole, union first.

8. When the Flag is displayed otherwise than by being flown from a staff, it should be displayed flat, whether indoors or out, or so suspended that its folds fall as free as

though the Flag were staffed. When displayed either horizontally or vertically against a wall, the union should be uppermost and to the Flag's own right; that is, to the observer's left. When displayed in a window, the Flag should be displayed in the same way; that is, with the union, or blue field, to the left of the observer in the street.

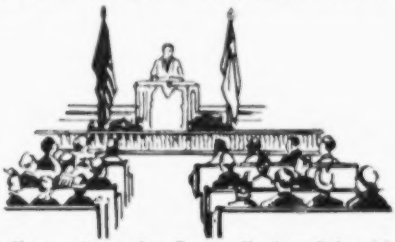
9. When displayed over the middle of the street, the flag should be suspended vertically



with the union to the north in an east and west street or to the east in a north and south street.

10. When used on a speaker's platform, the Flag, if displayed flat, should be displayed above and behind the speaker.

When displayed from a staff in a church or public auditorium, the flag of the United States of America should hold the position of superior prominence, in advance of the audience, and in the position of honor at the clergyman's or speaker's right as he faces the



audience. Any other flag so displayed should be place on the left of the clergyman or speaker or to the right of the audience.

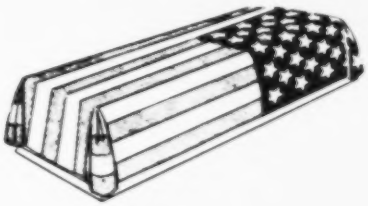
11. When used in connection with the unveiling of a statue or monument, the Flag

should form a distinctive feature during the ceremony but the Flag itself should never be used as the covering for the statue.

12. When flown at half-staff, the Flag should be hoisted to the peak for an instant and then lowered to the half-staff position; but, before lowering the flag for the day, it should be raised again to the peak. By half-staff is meant lowering down the flag to one-half the distance between the top and the bottom of the staff. On Memorial Day, the

last Monday in May, the flag is displayed at half-staff from sunrise until noon and at full staff from noon until sunset; for the Nation lives and the Flag is the symbol of the living Nation. Crepe is used on the flagstaff only by order of the President.

13. When used to cover a casket, the Flag should be placed so that the union is at the head and over the left shoulder. The Flag should not be lowered into the grave nor allowed to touch the ground. The casket should be carried foot first.



PROPER USE OF BUNTING

Bunting of the National colors should be used for covering a speaker's desk, draping over the front of a platform and for decoration in general. Bunting should be arranged with the blue above, the white in the middle, and the red below.

14. When the Flag is in such a condition that it is no longer a fitting emblem for display, it should not be cast aside or used in any way that might be viewed as disrespectful to the National colors, but should be destroyed as a whole, preferably by burning, or by some other method in harmony with the reverence and respect we owe to the emblem representing our Country.

15. Any rule or custom pertaining to the display of the Flag of the United States of America, set forth herein, may be altered, modified, or repealed, or additional rules with respect thereto may be prescribed by the Commander-in-Chief of the Armed Forces of the United States whenever he deems it to be appropriate or desirable; and any such alteration or additional rule shall be set forth in a proclamation.

One of our great American documents is the Declaration of Independence which was adopted by the Continental Congress in Philadelphia, July 4, 1776.

UNIT THREE

The Declaration of Independence

The Declaration of Independence charters our freedom as an independent nation among the "powers of the world." Thomas Jefferson, aided by such great Americans as John Adams and Benjamin Franklin, wrote the Declaration of Independence. Jefferson presented truths which form the principles of democratic government.

The Declaration of Independence states that all men are created equal and that God has given them the right to live, to be free, and to work for happiness. The duty of the government is to secure these rights for the people. The government, however, must get its power from the consent or agreement of the people.

The Americanism Commission believes that a knowledge of the fundamental principles which form the basis of our freedom and independence should be acquired by every person who enjoys American liberties and protection. The following pertinent questions and answers on the Declaration of Independence are presented, therefore, for use by individuals and classes desiring to secure a better knowledge of one of the nation's greatest charters of freedom.

QUESTIONS AND ANSWERS ON THE DECLARATION ON INDEPENDENCE*

1. Q. When was the Declaration of Independence adopted? (Give day, month and year.)
   A. July 4, 1776.
2. Q. When did the members representing the thirteen states sign the Declaration?
   A. August 2, 1776.
3. Q. Name the thirteen states whose delegates signed the Declaration.
   A. New Hampshire, Massachusetts Bay, Rhode Island, Connecticut, New York, New Jersey, Pennsylvania, Delaware, Maryland, Virginia, North Carolina, South Carolina and Georgia.
4. Q. Where is the original copy of the Declaration of Independence?
   A. The original copy of the Declaration of Independence is kept in the National Archives Building in Washington, D.C. It was formerly displayed in the Library of Congress from 1921 to 1952.
5. Q. Name the president of the Congress which formulated the document.
   A. John Hancock.
6. Q. Give the name of the person who drew up the Declaration of Independence.
   A. Thomas Jefferson.
7. Q. Give the names of the committee members who were appointed to draw up a fitting Declaration of Independence.
   A. Thomas Jefferson, Benjamin Franklin, John Adams, Roger Sherman and Robert (R.) Livingston.
8. Q. How many of the colonies had voted to pass Lee's resolution for independence by July 2?
   A. Twelve. (New York had not adopted it.)
9. Q. How many members of the Congress signed the Declaration of Independence?
   A. Fifty-six.
10. Q. Is the original copy of the Declaration of Independence still displayed to the public?
    A. Yes.
11. Q. How many arbitrary and tyrannical acts are listed in the Declaration?
    A. Twenty-seven.

*Prepared by Mr. Floyd Haight, of Dearborn High School and a member of the Fort Dearborn Post No. 344, The American Legion, Dearborn, Michigan.

12. Q. What did the members signing the Declaration of Independence pledge to each other in the document?

A. Lives, fortunes, and sacred honor.

13. Q. Does the Declaration state that all men are "created equal" or "born equal?"

A. Created equal.

14. Q. What famous document embodied the statement not used in answer to question thirteen?

A. The French "Rights of Man."

15. Q. Under what circumstances does the Declaration of Independence state that the people have a right to alter and abolish government?

A. When the government fails to derive its power from the consent of the governed.

16. Q. Does the Declaration state that governments should be changed because transient conditions change?

A. No. (Should not be changed "for light and transient causes.")

17. Q. Are the words, "life, liberty and the pursuit of happiness," as mentioned in the Declaration of Independence found in the Constitution of the United States?

A. No. (The words, "life, liberty and pursuit of happiness," as mentioned in the Declaration of Independence, are not found in the Constitution of the United States.)

18. Q. What specific rights and powers did the Declaration of Independence state that the new nation should have?

A. "Levy war, conclude peace, contract alliances, and establish commerce (and do all other acts and things which independent states may of right do.)"

19. Q. At what city was the Declaration of Independence first read to the army?

A. New York.

20. Q. Are many of the arbitrary and tyrannical acts as listed in the Declaration of Independence mentioned in the Constitution which was adopted in 1788?

A. No. (A large number of the arbitrary and tyrannical acts have been embodied in amendments to the Constitution. "Bill of Rights.")

21. Q. In the Declaration it is stated that the right to rule comes from what source?

A. The consent of the governed.

22. Q. Was the Declaration as first drawn by Jefferson changed by the committee?

A. Slightly. (The clause condemning the slave trade and another concerning the English people were struck out.)

23. Q. Did Jefferson write the Declaration without referring to books or other records?

A. Yes. (He said, "I turned to neither book nor pamphlet while writing it.")

24. Q. What was the name of the Congress which adopted the Declaration of Independence?

A. Second Continental Congress.

25. Q. The Congress that adopted the Declaration met in what city?

A. Philadelphia.

26. Q. Give date upon which the Congress met.

A. May 10, 1775.

27. Q. Has the American government always followed the ideals of the Declaration of Independence?

A. No. (Two very good exceptions have occurred: first, the slave trade which obviously was contrary to the ideal of equality of man. John Calhoun, of South Carolina, during the slave period, said, "The chief obstruction in the way of the system was the constant reading of the Declaration of Independence." Second, the taking of foreign possessions against the consent of the governed.)

28. Q. The last paragraph of the Declaration practically restates the famous resolution made by what man?

A. (Richard Henry) Lee

29. Q. Name the men who signed the Declaration of Independence and who later also signed the Constitution. Name the state from which each came.

A. Roger Sherman from Connecticut.
Benjamin Franklin from Pennsylvania.
Robert Morris from Pennsylvania.
George Clymer from Pennsylvania.
James Wilson from Pennsylvania.
George Read from Delaware.

THE UNITED STATES CONSTITUTION is the supreme law of the land. The Constitution has been declared by many noted authorities to be the work of the greatest minds of all times. James Madison, a Virginian and later President of the United States, is often called the "Father of the Constitution" because he wrote the plan which, with some changes, became the basis of the Constitution. It is the instrument of justice and equality sustained by free men.

UNIT FOUR

The United States Constitution

The purpose of the suggested questions and answers which follow is to help students and other individuals acquire a fuller understanding of the principles of freedom, equality and justice which are written into the United States Constitution as the supreme law of the land. It is the duty of every American—everyone living under its protection—to support the Constitution. The success of a government depends not alone on those who create it. Success of government depends also on those who live under it.

QUESTIONS AND ANSWERS ON THE CONSTITUTION OF THE UNITED STATES*

1. Q. What document, previous to the Constitution, set up a form of government for the United States?

   A. Articles of Confederation.

2. Q. Name the two important conventions which preceded the Constitutional Convention.

   A. Mount Vernon and Annapolis.

3. Q. State (a) The year and month in which the Constitution Convention assembled.
   (b) The year, month and day on which the Constitutional Convention adjourned.

   A. (a) May, 1787.
   (b) Sept. 17, 1787.

4. Q. Which state did not send delegates to the Constitutional Convention? Why?

   A. Rhode Island. It feared that its commerce would be ruined by national control and its representation overshadowed by the larger states in Congress.

5. Q. Give the number of members attending the Constitutional Convention and the number that signed the Constitution.

   A. Fifty-five members attended the Constitutional Convention and thirty-nine signed the Constitution.

6. Q. (a) By what method was the Constitution ratified?
   (b) How many states were to ratify the Constitution before it should go into effect?

   A. (a) The Constitution was submitted to the conventions of the several states for ratification.
   (b) The Constitution was to go into effect as soon as nine states had ratified it.

7. Q. Give the names of the original thirteen states in the order in which they ratified the Constitution and the year of ratification for each.

   A. The first thirteen states ratified the Constitution in the following order:
   1. Delaware, 1787.
   2. Pennsylvania, 1787.
   3. New Jersey, 1787.
   4. Georgia, 1787.
   5. Connecticut, 1788.
   6. Massachusetts, 1788.
   7. Maryland, 1788.
   8. South Carolina, 1788.
   9. New Hampshire, 1788.
   10. Virginia, 1788.
   11. New York, 1788.
   12. North Carolina, 1789.
   13. Rhode Island, 1790.

8. Q. What threat of the Congress under the new Constitution forced Rhode Island to enter the Union?

   A. The new Congress threatened to treat Rhode Island as a foreign nation and levy tariff duties on her commerce with the other states. (Rhode Island then came to terms and entered the Union.)

*The original set of questions and answers was developed by Mr. Floyd Haight, Social Science instructor, Dearborn High School, Dearborn, Michigan. The list has been revised for the purpose of adjusting them to different age groups and of covering more topics.

9. Q. On what day was the new government under the new Constitution to go into effect?
   A. March 4, 1789.
10. Q. On what day did the new government actually go into effect?
   A. April 30, 1789. (Washington took the oath of office.)
11. Q. Was the Constitution favored by a majority of the people at the time of its adoption?
   A. No. (The Constitution was ratified by the representatives of a minority of the American nation. John Adams exclaimed, "It was extorted from the grinding necessities of a reluctant people." However, it did not remain long a minority document, for soon it became an object of popular veneration with the backing of every political force in the nation.)
12. Q. Quote the Preamble.
   A. We, the people of the United States, in order to form a more perfect union, establish justice, insure domestic tranquillity, provide for the common defense, promote the general welfare and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this Constitution for the United States of America.
13. Q. How were the delegates chosen who attended the state convention to ratify the Constitution?
   A. The delegates to the convention in each state which ratified the Constitution were chosen by the qualified male voters living within that state.
14. Q. What was the proportion of male citizens above twenty-one years of age able to vote at the time of the adoption of the Constitution?
   A. Approximately one out of every six.
15. Q. Give two reasons why many male citizens were disqualified from voting at the time of the Constitution's adoption.
   A. Religion, property, or not being a taxpayer.
16. Q. How may amendments to the Constitution be proposed and adopted?
   A. "The Congress, whenever two-thirds of both houses shall deem it necessary, shall propose amendments to this Constitution, or on the application of the legislatures of two-thirds of the several states, shall call a convention for proposing amendments, which, in either case, shall be valid to all intents and purposes, as part of this Constitution, when ratified by the legislatures of three-fourths of the several states or by conventions in three-fourths thereof, as the one or the other mode of ratification may be proposed by the Congress."
17. Q. How many articles were contained in the Constitution adopted in 1788?
   A. Seven.
18. Q. How many amendments have been added to the Constitution?
   A. Twenty-six.
19. Q. When were the first ten amendments proposed and adopted?
   A. The first ten amendments were proposed in 1789 and declared adopted in 1791.
20. Q. What name has been applied to the first ten amendments?
   A. The Bill of Rights.
21. Q. What person is responsible for The Bill of Rights?
   A. Thomas Jefferson.
22. Q. State briefly the content of each of the first ten amendments.
   A. Amendment I. The protection of religious and political freedom.
   Amendment II. Congress must not deny the right to bear arms.
   Amendment III. Congress must not quarter soldiers on the people in times of peace.
   Amendment IV. Unreasonable searches must not be authorized.
   Amendment V. Federal courts must not violate certain rights of the people.
   Amendment VI. Federal courts must guarantee certain rights of the accused.
   Amendment VII. Guarantees the right of a trial by jury.
   Amendment VIII. Excessive bail, fines and punishment must be avoided.
   Amendment IX. Federal government exercises no power over the unenumerated rights of the people.
   Amendment X. All undelegated powers are to remain to the states or the people.
23. Q. State briefly the content of the other amendments. Eleventh to twenty-sixth and give date when each was accepted.

A. Amendment XI. A state cannot be sued by a citizen of another state, or by citizens or subjects of any foreign state. (Amendment XI changed Article III, Section II, Part I.) Declared adopted 1798.
Amendment XII. The Electoral College elects the President and the Vice-President of the United States (Article II, Section I, Part III, was superseded by Amendment XII. Amendment XII was changed by Amendment XX, Section III.) Declared adopted 1804.
Amendment XIII. Freed the slaves. Declared adopted 1865.
Amendment XIV. Gave civil rights to the negroes. Declared adopted 1868.
Amendment XV. Gave political rights to the negroes. Declared adopted 1870.
Amendment XVI. Gave Congress the right to levy income taxes without apportionment. Declared adopted 1913.
Amendment XVII. Granted popular election of Senators. (Superseded Article I. Section III, Part I.) Declared adopted 1913.
Amendment XVIII. The Prohibition Amendment. Declared adopted 1920.
Amendment XIX. Gave women the right to vote. Declared adopted 1920.
Amendment XX. Changed beginning of presidential and congressional terms. President's term now begins January 20 instead of March 4, while congres-sional term now begins January 3 instead of March 4. Section II of Amendment XX supersedes Article I, Section IV, Part II of the Constitution, while Amendment XX strengthens Amendment XII. Declared adopted 1933.
Amendment XXI. Repealed the Prohibition Amendment (XVIII).
Amendment XXII. Limited the President to two terms in office. Declared adopted 1951.
Amendment XXIII. The Government to appoint electors of President and Vice-President for the District of Columbia. Declared adopted in 1961.
Amendment XXIV. The right of citizens to vote shall not be abridged for reasons of taxation. Declared adopted in 1964.
Amendment XXV. Provides for continuance of office in event of the death or resignation of the President and Vice-President. Declared adopted in 1967.
Amendment XXVI. Provides for 18-year-old vote. Declared adopted in 1971.

24. Q. What part of the Twenty-second Amendment was only a temporary provision?
A. The provision that the Amendment should not apply to any person holding the office of the President at the time the Article was proposed or became operative.

25. Q. What words of the Twelfth Amendment were changed by the Twentieth Amendment?
A. "Before the fourth day of March next following."

26. Q. How did Section II of Amendment XIV alter the apportionment of representatives?
A. Caused the following words to be no longer in effect: "Which shall be determined by adding to the whole number of free people, including those bound to service for a term of years, and excluding Indians not taxed, three-fifths of all other persons."

27. Q. Is the word "slave" or "slavery" mentioned in the Constitution?
A. No. Slavery is mentioned in the Thirteenth Amendment.

28. Q. What was the purpose of the Sixteenth Amendment?
A. The purpose of the amendment was to remove the necessity of distributing direct taxes among the States in accordance with their respective populations. (Changed Article I, Section II, Part III.)

29. Q. What part of the Seventeenth Amendment was only a temporary provision?
A. Part III, which permitted adoption of the amendment to complete their terms of office.

30. Q. What amendment was the first to have a time limitation clause placed on its period of ratification?
A. Eighteenth Amendment (Prohibition Amendment).

31. Q. Why is the Twentieth Amendment called the Lame Duck Amendment?
A. Under the original provision a defeated Senator or Representative served in the last session of Congress from December until March 4. For four months after the November election he represented his state or district after having been rejected by the voters.

Therefore, because of his defeat or lack of interest in his work, considerable absence from the session sometimes occurred. Sometimes he would be inclined to change his views, but more often he went to the President or other government heads for an appointive position. For these reasons he was called a "lame duck."

32. Q. The acceptance of the Twenty-first Amendment placed the whole liquor problem back to where it was before 1919, except for one clause. Quote the clause which makes the difference.
    A. The transportation or importation into any state, territory, or possession of the United States for delivery or use therein of intoxicating liquors, in violation of the laws thereof, is hereby prohibited.

33. Q. What amendment was the only one to be adopted by convention?
    A. Twenty-first (repeal of the Eighteenth Amendment).

34. Q. What were the amendments which had time clauses for their adoption atached?
    A. Eighteenth, Twentieth, Twenty-first, and Twenty-second Amendments.

35. Q. Name the three departments of government set up under the Constitution and briefly state the purpose of each.
    A. (a) Executive—enforces the laws.
    (b) Legislative—makes the laws.
    (c) Judicial—interprets the laws.

36. Q. Article I, Section I, states: "All legislative powers herein granted shall be vested in a Congress of the United States, which shall consist of a Senate and House of Representatives." State a later provision in the Constitution which is inconsistent with this clause.
    A. Article VI, Part II, states that treaties made under the authority of United States have the force of laws. That is, the Senate alone operates rather than both houses of Congress.

37. Q. According to the census of 1980, what is the basis of representation for a member in the House of Representatives?
    A. Approximately 520,000 people for a member in the House of Representatives. (However, every state is guaranteed one member in the House no matter what its population is.)

38. Q. How are the vacancies, which happen in the representation of any state, filled?
    A. "The executive authority of the state may issue writs of election or make an appointment to fill such vacancies." (May call a special election.)

39. Q. What position does the Vice-President hold in the legislative body?
    A. The Vice-President shall be President of the Senate.

40. Q. Does the Vice-President have a vote on any legislation? If so, state when.
    A. He can vote only in case of a tie.

41. Q. Which of the two houses of Congress shall try impeachments?
    A. Senate.

42. Q. If a President is impeached, is he then removed from office?
    A. No. Impeachment is only the first step. Impeachment is done in the House of Representatives by a majority vote. The President must then be convicted in the Senate by a 2/3 majority vote to be removed from his office by the process.

43. Q. In case the President of the United States is impeached, who shall preside?
    A. Chief Justice of the United States Supreme Court.

44. Q. Has a President of this country ever been impeached?
    A. Yes. Andrew Johnson was in 1868, but was not convicted in the Senate by the lack of one vote.

45. Q. What provision is made for the payment of members of the Senate and the House of Representatives?
    A. "This compensation is ascertained by law and paid out of the Treasury of the United States." (Article I, Section VI, Part I.)

46. Q. Are members of the Senate and House of Representatives national or state officials?
    A. The idea of having the members of the Senate and House of Representatives paid out of the national treasury was to make them officials of the National Government instead of officials of the states as was the case under the old Articles of Confederation.

47. Q. In which house of Congress do bills for revenue start?
    A. All bills for raising revenue shall originate in the House of Representatives.

(Article I, Section VII) But the Senate may propose or confer with amendments as on other bills. This provision is practically without effect, as the Senate may "amend" a revenue bill from the House by substituting an entirely new measure under the enacting clause.)

48. Q. What percentage of the votes of both houses of Congress is necessary in order to pass a bill?
A. Simple majority of a quorum present or 51%.

49. Q. What portion of the vote of both houses of Congress is necessary to pass a bill over the President's veto in order that it may become a law?
A. Two-thirds of a quorum of each house.

50. Q. Show three ways a bill may become a law after it has been duly passed by the two houses of Congress.
A. 1. With the approval of the President.
2. Without the President's approval providing he does not return it to house in which the bill originated within ten days.
3. After veto, by repassage in both houses by two thirds of those present and voting, a quorum being present.

51. Q. Define "a writ of habeas corpus."
A. A writ of habeas corpus is a court order demanding that the person being detained (in prison or elsewhere) be delivered over to the court, which will determine whether the person is being legally or properly detained.

52. Q. Define "a bill of attainder."
A. A bill of attainder is a legislative act which inflicts punishment without judicial trial.

53. Q. Give the meaning of an ex post facto law.
A. An ex post facto law is legislation which makes criminal an act which was not contrary to law when committed, or which in any way works to the disadvantage of the person accused of a crime committed before the law was passed.

54. Q. Give the powers of Congress as enumerated by the Constitution.
A. Congress has the right to lay and collect taxes, borrow money, regulate foreign and interstate commerce, legislate concerning naturalization and bankruptcies, provide for coining money, power to punish counterfeiting, establish a postal service, grant copyright and patent privileges, establish inferior courts, punish crimes committed on the high seas, declare war, raise and control size of the army, provide for and control size of the navy, make rules for regulation of the army and navy, and call out the state militia. Congress has sole power over the District of Columbia. Congress and the states control the state militia. Congress, in addition, may make all laws which shall be necessary and proper for carrying into execution the foregoing powers, and all other powers vested by this Constitution in the government of the United States or in any department or office thereof.

55. Q. Enumerate the powers denied to the Congress at the time of the adoption of the Constitution.
A. Congress must not limit immigration before 1808, suspend the writ of habeas corpus except during rebellion or invasion, pass bills of attainder or ex post facto laws, levy direct taxes unless in proportion to population, levy export taxes, nor favor one part of the country over another. Congress cannot grant titles of nobility.
No money shall be drawn from the treasury in consequence of appropriations made by law, and a regular statement and account of the receipts and expenditures of all public money shall be published from time to time.

56. Q. Enumerate the powers denied to States.
A. Section 10, Article I. 1. No State shall enter into any treaty, alliance, or confederation; grant letters of marque and reprisal; coin money; emit bills of credit; make anything but gold and silver coin a tender in payment of debts; pass any bill of attainder, ex post facto law, or law impairing the obligation of contracts, or grant any title of nobility.
2. No State shall, without the consent of the Congress, lay any imposts or duties on imports or exports, except what may be absolutely necessary for executing its inspection laws; and the net produce of all duties and imposts laid by any State on imports or exports shall be for the use of the treasury of the Untied States; and all such laws shall be subject to the revision and control of the Congress.
3. No State shall, without the consent of Congres, lay any duty of tonnage, keep troops, or ships of war in time of

peace, enter into any agreement or compact, with another State, or with a foreign power, or engage in war, unless actually invaded, or in such imminent danger as will not admit of delay.

57. Q. Where are the powers and duties of the President of the United States enumerated in the Constitution?
A. Section 2. Article II. 1. The President shall be commander in chief of the army and navy of the United States, and of the militia of the several States, when called into the actual service of the United States; he may require the opinion, in writing, of the principal officer in each of the executive departments upon any subject relating to the duties of their respective offices, and he shall have power to grant reprieves and pardons for offenses against the United States, except in cases of impeachment.
2. He shall have power, by and with the advice and consent of the Senate, to make treaties, provided two-thirds of the senators present concur; and he shall nominate, and by and with the advice and consent of the Senate shall appoint ambassadors, other public ministers and consuls, judges of the Supreme Court, and all other officers of the United States, whose appointments are not herein otherwise provided for, and which shall be established by law; but the Congress may by law vest the appointment of such inferior officers, as they think proper, in the President alone, in the courts of law, or in the heads of departments.
3. The President shall have power to fill up all vacancies tht may happen during the recess of the Senate, by granting commissions which shall expire at the end of their next session.
Section 3. He shall from time to time give to the Congress information of the state of the Union, and recommend to their consideration such measures as he shall judge necessary and expedient; he may, on extraordinary occasions, convene both Houses, or either of them, and in case of disagreement between them with respect to the time of adjournment, he may adjourn them to such time as he shall think proper; he shall receive ambassadors and other public ministers; he shall take care that the laws be faithfully executed, and shall commission all the officers of the United States.

58. Q. Although the President is an executive officer, state how he may exercise legislative influences.
A. The authority granted to the President in Section 3 immediately preceding gives the President legislative influence.

59. Q. In the unlikely event of the death of the President and Vice-President at the same time, who would assume the duties of the President?
A. The Speaker of the House of Representatives.

60. Q. How does a person become a Supreme Court Judge?
A. A Judge is appointed by a President and then must be confirmed by the Senate.

61. Q. What is the term of office for a Supreme Court Justice?
A. A Justice is appointed for life. Removal from office can be accomplished by death, impeachment and conviction or by retirement.

62. Q. There are nine (9) Justices of the Supreme Court, must all nine members agree before a decision is rendered?
A. No. Any decision for or against only requires a simple majority (five Justices) to make a decision.

63. Q. Does the Constitution guarantee a trial by jury?
A. Yes. The Constitution states:
"Article III, Section 3. The trial of all crimes, except in cases of impeachment, shall be by jury; and such trial shall be held in the State where the said crimes shall have been committed; but when not committed within any State, the trial shall be at such place or places as the Congress may by law have directed."

64. Q. State how persons may be convicted of treason.
A. By testimony of two witnesses, or confession in open court.

65. Q. State the general rights that a citizen has when he goes from his state to another state.
A. "The citizen of each state shall be entitled to all privileges and immunities of citizens in the several states."

66. Q. What provision is made by the court for the return of a fugitive to the state in which the crime was committed?
A. "A person charged in any state with treason, felony, or other crime, who shall flee from justice, and be found in another state, shall on demand of the executive authority of the state from

which he fled, be delivered up, to be removed to the state having jurisdiction of the crime." (Article IV, Section II, Part II.)

67. Q. How may two states be joined together or a state be divided into two states?
A. Only by the consent of the legislatures of the states concerned as well as of the Congress.

68. Q. What kind of government must each state maintain?
A. "The United States shall guarantee to every state in this Union a republican form of government." (Article IV, Section IV.)

69. Q. Explain why the new government under provision of the Constitution started with a hugh debt.
A. "All debts contracted and engagements entered into, before the adoption of the Constitution, shall be valid against the United States under this Constitution, as under the Confederation." (Article VI, Part I.)

70. Q. Are all state officers bound to support the Constitution?
A. They are bound by oath or affirmation to support the Constitution. (Article VI, Part III.)

71. Q. How long does a member in the House of Representatives hold office?
A. Two years (Article I, Section II, Part I.)

72. Q. Who is eligible as a representative in the House of Representatives?
A. Any person who has been a citizen of the United States seven years and is an inhabitant of the state in which he is chosen, providing he is twenty-five years of age.

73. Q. How is the speaker of the House of Representatives chosen?
A. The speaker of the House of Representatives is chosen by the members of the House.

74. Q. How many senators are there in the United States Senate?
A. (There are two senators from each state and fifty states.) A total of one hundred senators.

75. Q. Who is eligible to become a senator of the United States?
A. Any person who has been nine years a citizen of the United States and an inhabitant of that state from which he is chosen, providing he is thirty years of age.

76. Q. What provision is made in the Constitution for the control of Congressional elections?
A. "The time, places, and manner of holding elections for Senators and Representatives shall be prescribed in each state by the legislature thereof; but the Congress may at any time by law make or alter such regulations, except as to the places of choosing Senators." (Article I, Section IV, Part I.)

77. Q. What rule does Congress have in regard to separate adjournments?
A. "Neither House, during the session of Congress, shall, without the consent of the other, adjourn for more than three days, nor to any other place that that in which the two houses shall be sitting." (Article I, Section V, Part IV.)

78. Q. What does the Constitution say about members of Congress holding other government offices?
A. "No senator or representative shall, during the time for which he was elected, be appointed to any civil office under the authority of the United States, which shall have been created, or the emoluments whereof shall have been increased during such time; and no person holding any office under the United States shall be a member of either House during his continuance in office." (Article I, Section VI, Part II.)

79. Q. For what purposes may a member of the Senate or House of Representatives be arrested during his attendance at a session of Congress?
A. Treason, felony and breach of the peace.

80. Q. Sometimes the President does not sign or return a bill to Congress after it has been passed. In this case the ten-day clause becomes effective, providing Congress does not adjourn within the ten days. Does the ten-day period in which a bill would become a law without the President's signature begin with the passage of the bill or the presentation of the bill to the President?
A. Presentation of the bill to the President. (Sometimes several days elapse between the passage of the bill by Congress and the presentation of the bill to the President.)

81. Q. What part of the Constitution allows aid to inventors and writers?

A. Article I, Section VII, Part VIII, which reads:
"To promote the progress of science and useful arts by securing for limited times to authors and inventors the exclusive right to their respective writings and discoveries."

82. Q. Does Congress have the right to enforce compulsory military service?
A. Yes. The Supreme Court has declared that liability to compulsory military service is one of the responsibilities of national citizenship. The Selective Draft Cases, 245 U.S. 349. (Article I, Section VIII, Part XII.)

83. Q. What is the longest period of time for which Congress may vote appropriations of money for the army?
A. Two years. (This provision was made because of the fear of standing armies which might lead to a dictatorship.)

84. Q. What is the term of office for a senator?
A. Six years.

85. Q. What is the term of office for the President of the United States?
A. Four years.

86. Q. What provision does the Constitution make for the choosing of the Electoral College?
A. "Each state shall appoint, in such manner as the legislature thereof may direct, a number of electors, equal to the whole number of senators and representatives to which the state may be entitled in the Congress; but no senator or representative, or person holding an office of trust or profit under the United States, shall be appointed an elector." (Article II, Section I, Part II.)

87. Q. Quote the provision of the Constitution regarding the time of selection of the electors.
A. "Congress may determine the time of choosing the electors and the day on which they shall give their votes, which day shall be the same throughout the United States."(Article II, Section I, Part IV. Congress has chosen the first Monday of November of every fourth year.)

88. Q. Who is eligible to become President of the United States?
A. Any person who is a natural-born citizen of the United States may become President. They also must be 35 years of age and a resident of the United States for fourteen years.

89. Q. Does the Constitution forbid the raising or lowering of the President's salary while he is in office?
A. "The President shall, at stated times, receive for his services a compensation, which shall neither be increased nor diminished during the period for which he shall have been elected, and he shall not receive within that period any other emolument from the United States, or any part of them." (Article I, Section I, Part VII.)

90. Q. Give the oath demanded from the President when he takes office.
A. "I do solemnly swear (or affirm) that I will faithfully execute the office of President of the United States, and will to the best of my ability preserve, protect, and defend the Constitution of the United States."

91. Q. State the manner in which inferior courts are established.
A. Article III, Section 1. The judicial power of the United States shall be vested in one Supreme Court, and in such inferior courts as the Congress may from time to time ordain and establish. The judges, both of the Supreme and inferior courts, shall hold their offices during good behavior, and shall at stated times, receive for their services a compensation which shall not be diminished during their continuance in office.

92. Q. The Supreme Court has original jurisdiction over what cases?
A. All cases affecting ambassadors, other public ministers and cousuls, and those in which a State shall be a party. (Over all other cases it shall have appellate jurisdiction.)

93. Q. What is considered to be treason against the United States?
A. "Treason against the United States shall consist only in levying war against them, or in adhering to their enemies, giving them aid and comfort."

94. Q. How does the Constitution guarantee full faith and credit to the public acts records, and judicial proceedings?
A. "Full faith and credit shall be given in each State to the public acts, records, and judicial proceedings of every other State. And the Congress may by general laws prescribe the manner in which such acts, records and proceedings shall be proved, and the effect thereof."(Article IV, Section I.)

95. Q. By what power are new states admitted into the union?
A. Congress.

96. Q. State how the Constitution makes treaties the supreme law of the land.
A. "This Constitution, and the laws of the United States which shall be made in pursuance thereof; and all treaties made, or which shall be made under the authority of the United States, shall be the supreme law of the land; and the judges in every State shall be bound thereby, anything in the Constitution or laws in any State to the contrary notwithstanding." (Article VI, Section 2.)

97. Q. Why must treaties be ratified in the Senate?
A. Because in the Senate all states have the same number of votes. In this way the interests of larger states could not be influenced by them having more votes than the smaller states.

98. Q. Can the Supreme Court of the United States nullify an Act of Congress?
A. No, the Supreme Court can only render a decision as to the constitutionality of a measure when a suit is brought before it.

99. Q. Does the right of free speech give one the right to advocate a change in Government?
A. Yes. Free speech does not, however, give one the right to advocate the overthrow of government by force or violence.

100. Q. What is American citizenship?
A. Persons born in or naturalized by and subject to the Untied States are citizens of the United States and of the state in which they reside.

UNITED STATES CITIZENSHIP is a priceless treasure. The person who possesses it is guaranteed many valuable rights and privileges. He is, at the same time, required to perform the obligations and duties necessary to safeguard this country from all enemies, both from within and without.

UNIT FIVE
Citizenship

The following outline and course of study has been prepared by the National Americanism Commission as a guide to the education of the foreign-born. Intelligent preparation for naturalization and citizenship of immigrant petitioners is an important activity. Intensification of efforts in this constructive Americanism activity during this period of our history will serve as a distinct contribution to the strengthening of our national defense.

Citizenship in the United States is a privilege and an honor to be sought and to be merited rather than an obligation thrust on an unwilling alien. The preparation of the desirable, therefore, for the assumption of the duties and responsibilities which citizenship entails, is the first concern of each community.

Communities should secure valuable and effective civic co-operation which leads to confidence and success.

SECTION ONE
Suggested Citizenship Course of the Foreign-Born

A pamphlet, entitled "CITIZENSHIP PROGRAM OF THE IMMIGRATION AND NATURALIZATION SERVICE," was at one time distributed by the United States Department of Labor to all Districts in the Immigration and Naturalization Service. This volume contained "BASIC PRINCIPALS OF THE GOVERNMENT OF THE UNITED STATES," an outline of the basic principles on which the education program of the foreign-born for United States citizenship should be constructed.

These fundamentals are essential to a knowledge, understanding and manifest acceptance of the major principles of the

Constitution of the United States. Inasmuch as all applicants for citizenship, in order to be naturalized, are required by the naturalization law to be attached to the principles of the Constitution, these basic principles of government form the skeleton on which naturalization courses for foreign-born may be constructed.

"BASIC PRINCIPLES OF GOVERNMENT OF THE UNITED STATES" follow:

Relationship of the Individual to the Government

All men are born free and equal in the eyes of the law and are endowed with the rights of life, liberty, and the pursuit of happiness.

This means that every person has the right to live, to be free,and to seek happiness for himself if in so doing he does not take away the rights of others. These rights cannot be taken or given away, even though a citizen might wish to surrender them.

No State may deny the equal protection of the laws to any person within its jurisdiction regardless of race, color, or nationality, nor may any State deny the right of any citizen to vote on account of sex, race, color, or previous servitude.

Supremacy of Law

The Government of the United States is one of the laws, not of men.

No man in this country is so high that he is above the law, and none so humble or so unfortunate as to be beyond the pale of its protection.

The law is not made by any one man, or a few men, but by the representatives of the people in Congress and in the State legislatures, and thus expresses the sovereign will of the people.

Democratic Government

Officers of government in this country do not obtain their positions by right of birth, inheritance, or force of arms, but by the consent of the governed. The form of the Government of the United States is that of a republic deriving all its powers from the great body of citizens and administered by their representatives who are selected either directly or indirectly by the people.

Each State determines who shall have the right to vote, but in general all citizens over 18 years of age may vote if they meet the residential or other legal requirements of the State in which they reside.

Constitution a Living Document

The Constitution is a living, growing document, which provides within itself the means for its amendment and for such changes in the Government as the people may find necessary or desirable in order to keep pace with the needs of the day. It provides the means for peaceful and orderly change in government and in the Constitution itself, thus guarding against fundamental change through force or violence.

Many of the most important principles of the Constitution, particulary those dealing with the liberty of the individual, have been added to it by amendment. These include religious freedom, freedom of speech and of the press, the right of peaceable assembly, and several others, all of them so important to our liberties as to have been termed "The Bill of Rights."*

Constitution a Charter of Human Rights

The Constitution secures to the individual the fundamental rights to life, liberty, and the pursuit of happiness.

a. Religious freedom—Religious freedom is guaranteed. No religious tests can be required for any office of the United States, Church and state must be kept separate.

b. Freedom of speech and of the press—One may say, write, print, or publish anything he desires; but if what he says, writes, or prints is untrue and injures the rights of another person, that person can bring a suit against him.

c. Peaceable assembly—The very idea of a representative form of government implies the right of the people to meet peaceably for consultation on public affairs, and to petition for the righting of what they believe to be wrongs, such as, for instance, the infringement of liberties guaranteed them under the Constitution.

Protection of the Individual

No person may be deprived of life, liberty, or property without due process of law.

a. Every person is entitled to a fair trial and the opportunity to be heard in defense of his property rights and his rights to life and liberty.

*The principles stated in the Bill of Rights were held by many to underlie the Constitution itself. The debates in the several States on the ratification, while disclosing a great difference of opinion as to the necessity for a Bill of Rights, yet reflected a widespread feeling that one was required and indicated that without assurance of such amendments a sufficient number of ratifications might not have been obtained.

b. The privacy of one's home may not be disturbed by searches and seizures without lawful authority.

c. In criminal proceedings the defendant is presumed to be innocent until proven guilty, and may not be compelled to be a witness against himself.

d. There must be no excessive bail, excessive fines, or the infliction of inhuman or barbarous punishment.

e. No person may be subjected twice to danger of death or imprisonment for the same offense.

Source and Beneficiaries of Government

All authority of government in the United States comes originally from the people. The Government of the United States is of the people, and for the people.

The foregoing basic principles are concerned primarily with the relationship of the individual to the Government, and especially to the Constitution of the United States. Every candidate for citizenship should be familiar with them.

Applicants for citizenship should also be encouraged to study the principles which follow in order that they may be familiar with the nature and scope of the government under which they live.

ORGANIZATION OF THE UNITED STATES GOVERNMENT

Government One of Delegated Powers

The Federal Government is one of delegated powers only, its authority being defined and limited by the Constitution, our basic document. All powers not granted to the Federal Government by the Constitution are reserved to the States or the people.

The Federal System

Under the Federal system set up under the Constitution there are two kinds of government: the National Government, which is the Government of the United States, and the State governments, which govern the 50 States in the Union. Each State has a constitution of its own,which must not conflict with the Federal Constitution.

The Federal and State Governments, constituted with different powers and designated for different purposes, are but the agents and trustees of the people.

Separation of Powers

The powers of the Federal Government are distributed among these branches:

a. The Legislative, consisting of the Senate and the House of Representatives, which make the laws;

b. The Executive consisting of the President, Vice-President, and executive departments and agencies, which administers and enforces the laws; and

c. The Judicial, which consists of the Supreme Court and the other Federal courts, which interprets the law and applies it to cases coming before the courts.

Checks and Balances

The guard against hasty or ill-advised action or the concentration of powers in any one man or body of men, a system of checks and balances is provided in the Constitution.

a. It would take 6 years to completely replace a government composed exclusively of members of one party by the members of another.

This is due to the fact that: The President is elected for 4 years; the members of the House of Representatives are elected every 2 years, and one-third of the Senators are elected every 2 years but for a 6-year term.

b. Laws passed either by the Senate or the House of Representatives must be approved by the other body.

c. The President can veto laws enacted by Congress, and his veto can be overridden only by a two-thirds of each House.

d. The courts have the right to interpret laws passed by Congress and to review the legality of acts of officers of the Government charged with their administration. In many cases the courts have held acts of Congress invalid as being in conflict with a provision of the Constitution.

e. The Senate has the power to review and reject Presidential appointments of diplomatic, judicial, and certain other officers of the Government, as well as the power to approve or reject treaties with foreign governments.

f. The House of Representatives has the power to impeach and the Senate to place on trial and to remove from office all civil officers of the United States including even the President.

The foregoing sections deal with the protection and the privileges of the citizen under the American Constitution and the American form of government. There should also be a clear understanding on the part of applicants for naturalization of the duties and obliga-

tions they assume in becoming citizens of the United States.

Responsibilities of the Naturalized Citizen

Under the Constitution the Congress is charged with providing a uniform rule of naturalization. In the laws enacted by Congress it has been specified that the applicant for citizenship—

a. Must forswear all allegiance to any foreign prince, potentate, state of sovereignty whatsoever.

b. Must swear that he will support and defend the Constitution and law of the United States against all enemies, foreign and domestic.

c. Must show that he is attached to the principles of the Constitution and well disposed to the good order and happiness of the United States.

d. Must be a person of good moral character.

These are not mere technicalities. The obligations of citizenship are not to be assumed lightly.

These provisions are intended to insure that the naturalized citizen shall be a person of good character who, without reservation, renounces his former political allegiance; and one who believes in our form of government and subscribes to and is prepared to support and defend the principles of our Constitution.

The benefits of citizenship are great. So, likewise, are its responsiblities.

PURPOSE OF THIS CITIZENSHIP PROGRAM

The Purpose of these instructions is—

a. To endeavor to give effect to the principles enunciated in the Constitution that there shall be a "uniform rule of naturalization";

b. The bring together in one document a statement of the required qualifications of applicants for naturalization;

c. To guard against extra-legal procedure and the substitution of the views of individual examiners for the naturalization requirements laid down by Congress;

d. To insure that the examination shall not be mere memory tests, but such as to demonstrate whether the applicant for citizenship is, in fact, familiar with and attached to the principles of the Constitution;

e. To do what is possible to remove the danger of extortion or exploitation of the alien applicant for naturalization;

f. To lay out a plan whereby there may be better coordination and cooperation between all agencies interested in this field.

g. To encourage the applicant to avail himself of the educational facilities offered by the public schools; and

h. To stress the importance of good moral character of the applicant as a requirement for citzenship.

RESPONSIBILITIES OF THE NATURALIZED CITIZEN

The Division of University Extension, Department of Education, the Commonwealth of Massachusetts (Boston, Mass.) developed a volume, LESSON PLANS FOR CITIZENSHIP TRAINING (a Teacher's Manual), on *The Basic Principles of Government of the United States*. The section on *Responsibilities of the Naturalized Citizen* is submitted herein as an illustration of one form of Lesson Plan for adult instrcution of the foreign-born.

Topic: **Benefits and Responsibilities of Citizenship:**

Aim: To show that the obligations of citizenship must not be assumed lightly.

I. Illustration.

Before becoming a citizen, an alien must believe in our form of government.

II. Introduction.

1. Show a Preliminary Form for Petition for Citizenship.

2. For what is this paper used?

3. Why are so many people applying for citizenship?

4. What persons can become citizens?

5. What is meant by good moral character?

6. Why is this necessary in a Democracy?

III. Reading.

The obligations of citizenship should not be assumed lightly. According to law only persons of good moral character can become citizens of this Democracy.

Every alien should accept the gift of American Citizenship so that he may enjoy the benefits which the country offers.

A naturalized citizen is protected in all his rights by the government, both at home and abroad.

He can share in the government through his vote.

He can hold any office in the United States except that of President and Vice President.

Under the Constitution, Congress is charged with providing a uniform rule of naturalization.

This oath of allegiance is required of every man and woman who applies for American Citizenship:

"I hereby declare, on oath, that I absolutely and entirely renounce and abjure all allegiance and fidelity to any foreign prince, potentate, state or sovereignty, and particularly to _____ of whom (which) I have heretofore been a subject (or citizen); that I will support and defend the Constitution and laws of the United States of America against all enemies, foreign and domestic; that I will bear true faith and allegiance to the same; and that I take this obligation freely without any mental reservation or purpose of evasion: SO HELP ME GOD."

In a democracy in return for the benefits there are duties. It is our duty to help to keep our city clean by keeping our home and yard clean.

We should be useful and loyal to our town, our city, and our state, and our nation.

We should respect the flag of the United States and know the proper use of it.

We should obey and respect all laws and all officers of the law.

We should accept jury duty when called to serve.

The responsibilities of government are placed on the citizens. Our country will become a better democracy when every citizen takes his part in the government.

IV. Discussion.

1. Why there is a law which allows an alien to be naturalized.

2. Why so many questions are asked on First and Second Papers.

3. Benefits of citizenship.

4. Responsibilities of citizenship.

V. Conclusions.

1. What is required of every man and woman who becomes naturalized? (They must take an oath of allegiance or loyalty to the United States.)

2. What does this oath require a naturalized citizen to do? (Give up allegiance to any foreign country and swear that he will support and defend the Constitution and laws of the United States against all enemies.)

3. What benefits does the naturalized citizen receive? (Protection in the United States and in a foreign country—right to vote—right to hold office.)

4. What are the duties of the naturalized citizen towards his adopted country? (He must obey the laws—vote—accept jury duty, etc.)

5. When will America become a better democracy? (When every citizen takes part in the government.)

Topic: **A Voter's Participation in His Community.**

Aim: to show that participating in a community is a responsibility of a citizen.

I. Illustration.

A person should try to find out all he can about any candidate for whom he is voting.

II. Introduction.

1. What do you mean by working together?

2. Whom do you consider a good neighbor?

3. What has made him a good neighbor?

4. Why should we work together in running the government of our city or state or nation?

5. How do the schools train children for the responsibility of citizenship?

6. How should the naturalized citizen be prepared for the responsibility of voting?

III. Reading.

No man or woman in America today lives by himself. Each is a member of some group. Each of these groups has numerous relationships with others. For our needs we depend upon other individuals or groups. Teamwork enters into practically every activity of life, in the home, schoolroom, shop, business, and government. The principle as well as the duty of all this teamwork is Fair Dealing.

Training for this teamwork begins with the child in the home. The basis of society today is the family. The home and the school must make the child a useful citizen. There he learns obedience to the wishes of his parents and teachers, and cooperation with the other members of the community. It is necessary that he should respect authority and not interfere with the rights, privileges, and property of others.

In the larger community of the schoolroom, he practices these rules. Here he has relationships which carry rights and obligations similar to those which he has as a citizen of the American nation. He studies the principles of civic rights and obligations and makes use of his civic opportunities.

The chief means of preparing the alien for American citizenship is by education He should learn what our American institutions are and for what America stands. Courses in Citizenship and Civics are of the highest value in knowing about American ways, plans, and ideals. Business makes the alien a useful worker and consumer in the community. He should know and use the English language. Attendance at social centers, where talks, lectures, and discussions are held, are aids in preparing the alien for citizenship. Joining neighborhood groups organized for civil improvements gives a person a better civic spirit. The prospective citizen should learn to solve his own problems, to work out high standards of right and wrong, then he will be able to play the great part possible in human society.

A good citizen should be a good son, brother, husband, or father. A good citizen of a people's government should understand about that government. As a voter he should learn to choose good officers and uphold just laws. This requires preparation. He must learn all he can about the candidates by whatever means are offered, such as radio and television talks, newspapers, and public meetings.

IV. Discussion.

1. Living together in a home.

2. Living together in a community.

3. Participating in a community.

V. Conclusions.

1. What is the best way to prepare for citizenship? (Learn about American institutions and ideals. Learn about the responsibilities of citizenship.)

2. Why should a citizen participate in the affairs of his community? (So that he may have a part in the government of the community in which he lives.)

3. How can one choose between candidates who will be helpful to a community and those who will do the community harm? (By listening to radio and television talks, reading newspapers, attending public meetings, etc., where the issues for which the candidates stand are discussed.)

Topic: **Good Citizenship.**

Aim: To show how a good citizen takes his part in government.

I. Illustration.

A good citizen should be interested in the public schools of his community.

II. Introduction.

1. Why should a person cooperate with the Health Department?

2. Do all persons keep their yards clean? Why not?

3. Why should a person preparing for citizenship read the daily newspaper?

4. Why should a good citizen be interested in what the schools are doing for his children?

5. Why do some persons try for United States citizenship?

6. Do these reasons show that they will make good citizens? Why?

III. Reading.

The United States takes care of all its citizens and gives them many rights. A citizen has the right to life, liberty, and happiness. He has the right to buy and sell, to have a home, and to help in making the government under which he lives a good government.

These rights of citizenship must be paid for by the persons who enjoy them. A true citizen pays for his rightrs by obeying the laws, paying his taxes, and taking his part in protecting the government of the United States.

A citizen should obey the laws because they are made by the people for the good of all the people. A law-breaker not only hurts himself but others also. That is why the government must have courts of justice and jails. The only way to make good laws is by choosing the right men or women to make the laws.

A good citizen should pay his just taxes, and share in the government of his city and county. He should be interested in the public health, in education, and all things that are for the good of the city and state. He should watch the work of all the City Departments, and should know how the public money is collected and spent. He should deal honestly with all men. He should aid the poor and helpless, and should do all he can to prevent cruelty to children and animals.

He should be willing to pay for his rights even by giving up his life for his country, if necessary. Because he is a free citizen of his state and of the United States, he should be ready at all times to serve his city, his state, and his country.

The success of our American Democracy depends on each citizen performing his duty in a loyal manner.

IV. Discussion.

Discuss the many problems which affect the everyday life of a good citizen.

V. Conclusions.

1. Name some of the things a good citizen should do in his community. (Pay taxes, obey laws, and take his part in protecting the Government of the United States.)

2. Who is hurt by a person breaking the law? (The person himself and others.)

3. What are some of the things in which a good citizen is interested? (Public health, education, welfare of the people, how public money is spent, etc.)

4. On what does the success of our Democracy depend? (On each citizen performing his duty in a loyal manner.)

SUGGESTION FOR A COURSE OF STUDY FOR NON-ENGLISH SPEAKING FOREIGN BORN

Many of our foreign-born do not speak English. Due to this fact, some of the foreign-born are attracted to the ranks of radicals who appeal to these illiterates with fascinating schemes.

In teaching the non-English speaking foreign-born, some knowledge of the English language has to be given first. American habits, customs, ideals, have to be included. Conversation will have to precede reading and can be used not only to develop a knowledge of the English language, but as drill in the correct use of the English language. The reading that follows should make the student more self-reliant, more able to under-stand and cope with American city life.

The power to read and understand English is one of the greatest tools for a contented, prosperous life that the foreign-born can have. Not only for information is reading valuable, but it should aid in developing patriotism and citizenship. Arithmetic should give the student more ability in solving the problems of his new life. This knowledge will make him less suspicious of his dealings and more capable of self-support. He needs to be taught money problems, weights and measures, reading and writing figures, the four fundamental processes and simple fractions, using everyday problems as a basis.

Spelling should be based on the vocabulary as it is developed. It can then be applied in writing through sentence building, letters, names, addresses, money orders, checks etc. Legibility and speed should both be emphasized.

Civics should be taught in addition to the citizenship courses in reading. A knowledge of community civics should be given for readjustment purposes; this can lead on to the State and the Nation. Obedience to rightfully constituted authority, consideration of the rights of others, thrift, etc., should be stressed. The meaning of naturalization should be explained. Health and sanitation should be taught and opportunities for applying the knowledge always utilized. Homecraft for the women is very important and should be given much attention. It should include the care of children, proper diet, proper clothing, labor-saving devices, and first-aid. Reading, arithmetic, spelling and writing can use as subject matter much of the other material suggested.

METHOD USED FOR TEACHING THE NON-ENGLISH SPEAKING FOREIGN-BORN

The first step necessary in teaching the non-English speaking foreign-born is to give them the ability to use a minimum amount of conversational English, 250 words at least. This is done through the "Object and Action Method." Objects near at hand are pointed to and named. These names are written on the board, and drill in pronunciation and recognition is given. In developing the language knowledge, drills are very necessary and are given through conversation, reading as soon as possible, and sentences on the blackboard.

Methods for foreign students should be very flexible and suited to the many nationalities represented. The human and social phase should be emphasized and the program planned to meet this phase. The major emphasis should be placed on the student rather than the course of study. The teacher should know his students personally, as to daily occupations, home environments, and personal desires. This knowledge will aid largely in determining the method of work.

One very interesting and easy method of procedure that has been used with the non-English speaking student is that of teaching from a mail order catalogue. This appeals specially to women in the shopping lessons that are given. Too much seat work must be avoided; the student becomes discouraged when left to his own resources.

Another method which has proven

successful is a four part lesson using action verbs. The first is conversational presentation. The instructor pronounces first four verbs in order and the class pronounces each in unison after him. These verbs are then illustrated with action and the word "I" used to complete the sentence. These sentences are repeated by the class after the instructor. This permits drill for sentence building.

The second part is the printing of the sentence on a chart and acting it: each word being indicated by the instructor. A printed page containing these sentences is given the students and they read individually. The third part is putting ther sentences into script. These sentences are then copied by the students. The fourth part is the drill on the grammar phase of the lesson.

The direct method of teaching the foreign-born is considered the best; oral lessons followed by written sentences as reading material. The spoken sentences are also used later on as writing lessons. Repetition in the use of words is very necessary. Health and citizenship are taught through the spoken sentences as they develop structure lessons.

BIBLIOGRAPHY

The United States Department of Justice through the Immigration and Naturalization Service offers a good deal of information and material for educating the alien and outlining the process for naturalization. The following two publications are free from the nearest office of the Immigration and Naturalization Service office.

Form N-17, Naturalization Requirements and General Information. Includes Application information.

Form M-132, Information Concerning Citizenship Education to Meet Naturalization Requirements. Includes a listing of Citizenship Text Materials available from the Superintendent of Documents, Government Printing Office. The materials are free to public educational institutions which conduct citizenship classes for aliens preparing for naturalization.

Immigration and Naturalization Service — District Offices

Write the nearest office at one of the following addresses:

- Fed. Bldg., U.S. Courthouse
  701 "C" St., Rm. D-229
  Lock Box 16
  Anchorage, AK 99513
- Federal Bldg.
  230 N. First Ave.
  Phoenix, AZ 85025
- 300 N. Los Angles St.
  Los Angles, CA 90012
- 880 Front St.
  San Diego, CA 92188
- Appraisers Bldg.
  630 Sansome St.
  San Francisco, CA 94111
- 1787 Fed. Bldg.
  1961 Stout St.
  Denver, CO 80202
- 900 Asylum Ave.
  Hartford, CT 06105
- 25 E St., N.W.
  Washington, DC 20538
- 155 S. Miami Ave.
  Miami, FL 33130
- Dirksen Fed. Office Bldg.
  219 S. Dearborn St.
  Chicago, IL 66004
- Richard B. Russell Fed.
  Office Bldg., Room. 1408
  75 Spring St. S.W.
  Atlanta, GA 30303
- 595 Ala Moana Blvd.
  P. O. Box 461
  Honolulu, HI 96809
- Postal Service Bldg.
  701 Loyola Ave.
  New Orleans, LA 70113
- John Fitzgerald Kennedy
  Federal Bldg.
  Government Center
  Boston, MA 02203
- E. A. Garmatz Fed. Bldg.
  100 S. Hanover St.
  Baltimore, MD 21201
- Federal Bldg.
  333 Mt. Elliott St.
  Detroit, MI 48207
- 927 Main Post Off. Bldg.
  180 E. Kellogg Blvd.
  St. Paul, MN 55101
- Suite 1100
  324 E. Eleventh St.
  Kansas City, MO 64106
- Federal Building
  301 South Park
  Room 512
  Helena, MT 59626
- Rm. 1008
  Fed. Office Bldg.
  106 S. 15th St.
  Omaha, NE 68102
- Federal Building
  970 Broad St.
  Newark, NJ 07102
- 68 Court St.
  Buffalo, NY 14202
- 26 Federal Plaza
  New York, NY 10007
- Anthony J. Celebrezze
  Fed. Bldg., Rm 1917
  1240 E. 9th St.
  Cleveland, OH 44199
- Fed. Office Bldg.
  511 N.W. Broadway
  Portland, OR 97209
- Rm. 1321, U.S. Courthouse
  Independence Mall West
  601 Market St.
  Philadelphia, PA 19106
- GPO Box 5068
  San Juan, PR 00936
- Rm. 6A21, Fed. Bldg.
  1100 Commerce St.
  Dallas, TX 75242
- 343 U.S. Courthouse
  P.O. Box 9398
  El Paso, TX 79984
- 2102 Teege Road
  Harlingen, TX 78550
- 2627 Caroline St.
  Houston, TX 77004
- U.S. Fed. Bldg.
  727 E. Durango
  Suite A301
  San Antonio, TX 78206
- Federal Building
  P.O. Box 328
  St. Albans, VT 05478
- 815 Airport Way, South
  Seattle, WA 98134

SECTION TWO

SUGGESTED ADDRESSES

ADDRESS TO NEW CITIZENS*

Woodrow Wilson, *Twenty-seventh President of the United States*

This is the only country in the world which experiences this constant and repeated rebirth. Other countries depend upon the multiplication of their own native people. This country is constantly drinking strength out of new sources by the voluntary association with it of great bodies of strong men and forward-looking women out of other lands. And so by the gift of the free will of independent people it is being constantly renewed from generation to generation by the same process by which it was originally created. . . .

You have just taken an oath of allegiance to the United States. Of allegiance to whom? Of allegiance to no one, unless it be God—certainly not of allegiance to those who temporarily represent this great government. You have taken an oath of allegiance to a great ideal, to a great body of principles, to a great hope of the human race. You have said, "We are going to America not only to earn a living, not only to seek the things which it was more difficult ot obtain where we were born, but to help forward the great enterprises of the human spirit—to let men know that everywhere in the world there are men who will cross strange oceans to go where a speech is spoken which is alien to them if they can but satisfy their quest for what their spirits crave; knowing that whatever the speech there is but one longing and utterance of the human heart, and that is for liberty and justice." And while you bring all countries with you, you come with a purpose of leaving all other countries behind you—bringing what is best of their spirit, but not looking over your shoulders and seeking to perpetuate what you intended to leave behind in them. . . .

My urgent advice to you would be, not only always to think first of America, but always, also, to think first of humanity. . . . America was created to unite mankind by those passions which lift and not by the passions which separate and debate. . . . We came to America, either ourselves or in the persons of our ancesters, to better the ideals of men, to make them see finer things than they had seen before, to get rid of the things that divide and to make sure of the things that unite. . . .

I was born in America. You dreamed dreams of what America was to be, and I hope you brought the dreams with you. No man that does not see visions will ever realize any high hope or undertake any high enterprise. Just because you brought dreams with you, America is more likely to realize dreams such as you brought. You are enriching us if you came expecting us to be better than we are. . . .

A nation that is not constantly renewed out of new sources is apt to have the narrowness and prejudice of a family; whereas, America must have this consciousness, that on all sides it touches elbows and touches hearts with all the nations of mankind. . . .

You have come into this great Nation voluntarily seeking some that we have to give, and all that we have to give is this: We cannot exempt you from work. No man is exempt from work anywhere in the world. We cannot exempt you from the strife and the heartbreaking burden of the struggle of the day—that is common to mankind everywhere; we cannot exempt you from the loads that you must carry. We can only make them light by the spirit in which they are carried. That is the spirit of hope, it is the spirit of liberty, it is the spirit of justice.

*Excerpts from an address to 5,000 newly-naturalized citizens at proceedings of the naturalization reception, held at Philadelphia, Pa., May 10, 1915.

NATURALIZATION*

John W. Delehant, *Judge, United States District Court, District of Nebraska*

In the performance of the duty, and the enjoyment of the privilege which the statutes of the United States assign to me on this occasion, I shall presume to draw your attention to an easily and frequently neglected truth. And I shall express it in this fashion: the preservation of democratic feeedom is more surely promoted by the practice of individual cooperation, restraint and forbearance.

You are, at the moment, engaged in the final service in your achievement of full citizenship under the laws of the United States. When you go forth from this building

*Excerpts from an address delivered to newly-naturalized citizens.

you will be American citizens, entitled to every privilege and right enjoyed by us whose status rests upon birth, save only the possibility of election to the presidency of the United States. The most celebrated and valued of the attributes of your citizenship are the rights and immunities which are guaranteed in the federal Constitution and its bills of rights, which serve to exalt the individual citizen, to emphasize his significance, and to translate into concrete reality the shadowy abstractions of liberty and democracy. They are the personal and palpable things which, taken together, mean democracy.

Perhaps the most cherished of our rights of citizenship are those which fall within the broad scope of freedom of opinion and expression. They include liberty of political thought and action, freedom of conscience and worship, and the right of unfettered expression through the written and spoken word. They are, of all our national treasures, the most highly prized; first, because they promote the security of the human spirit, as distinguished from the material aspect of living, and secondly, because they pertain to the actions wherein, historically, men have been most universally and most distressingly restrained. The impact of tyranny, however crude, has always fallen ultimately and radically upon the souls of its victims. Their initial experience of oppression may have had to do with the denial of bread. But physical hunger has never been a tyrant's objective. He has always, and necessarily, sought for dominion over his victims' hearts and souls, and material repression has rarely been more than an instrument, never an end.

Probably in consequence of their very pricelessness, the liberties I mention are also the most easily lost, the most wantonly abused treasures of our American heritage. And they stand in peril of loss in direct proportion as they are abused.

You will miss the whole message of American democracy if you fail to apprehend the truth that our national way of life is founded on a broad and rational accommodation between unrestrained individual freedom on the one hand and the necessities of community living on the other. Washington and his collaborators in the molding of the Constitution publicly acknowledged and defended that adjustment, for it is a compromise in social living, not of conscience.

Our vaunted American liberty has never been rightly confused with unlimited personal freedom of action and expression. It has never been synonymous with license. One's careless assertion of the right to do as might please him has always been subject to the qualification that he must not trespass upon the acknowledged liberties of his neighbor or violate the rights, or neglect the claims upon him of the general social body.

And so in this ceremony in which I welcome you into our citizenship and the enjoyment of the freedom which we proclaim and cherish, I am disposed to be practical, and to appeal to you for temperance and discretion in your personal employment of that freedom during the present emergency. It may occur to you that there is a lack of warmth in this restrained welcome to participation in our liberties. That is not ture. We ardently cherish these rights and privileges of citizenship which chiefly distinguish our United States from other nations, and we derive joy and profit from sharing them with you who voluntarily acquire American citizenship. But we cannot extend them to others unless we preserve them for ourselves. And we cannot preserve them if we ourselves abuse them.

They are the badge of true democracy, but, perverted, they are, at the same time, its primary source of peril. Absolutism wholly denies them, and thereby it may rule securely and fight effectively. Let us, by our becoming and considered restraint, prove to the world, not least of all to those peoples whose leaders are now our enemies, that true democracy, rationally appraised and cherished, and discreetly enjoyed, can be both effective and triumphant.

OUR NATIONAL HERITAGE*

National Americanism Commission, The American Legion

It is fitting that on this important occasion I should briefly sketch for you some of your blessings and privileges. It is even more important that I should remind you of the obligations which you must now assume along with these blessings and privileges. . . .

Let us examine, first of all, our national heritage.

We are heaven-blessed to live in America. It is the richest and most beautiful continent in the world. Here nature has lavished its most bounteous gifts. We have great oceans, sun-bathed beaches, majestic mountains mighty rivers, placid lakes, boundless forests,

*Excerpts from suggested address for American Legion speakers on Citizenship Recognition Day.

fertile plains, rolling prairies, and an ideal climate.

Upon this land of plenty we have erected more prosperous cities than can be found anywhere else. Our towering skyscrapers, our industrial centers, and our efficient methods of mass production, amaze all other peoples. We have more miles of railroads, more paved highways, more automobiles, more electronic media, more movies, more fine schools, more hospitals, more commerical and private airplanes, more newspapers, magazines, libraries, and more gold than any other country in the world. Our homes are the most modern of all.

Let us now examine our heritge of liberty and freedom. This is the heritage of our human rights, both economic and political.

Our economic rights include:

1. The right of the individual to seek the kind of gainful employment he chooses. No authority, or custom equivalent to authority, can dictate any American's choice of a vocation, though, of course, circumstances may determine it.

2. The right of the individual to sell the products of his work, in goods or services, or any of his lawful possessions, to anyone at any time. This means a free exchange of goods and services.

3. The right of the individual to use the proceeds of such sales as he sees fit—to save, to invest, to spend, or to give away—according to his own preferences and according to laws governing such transactions. This carries out the principle of free exchange.

4. The right of the individual to own private property and to enjoy the use of it so long as such use does not interfere with the right of another to a like use of his own property.

These rights are not recognized in all countries. They are recognized in countries we think of as constitutional democracies. The freedom of the individual to work in an occupation when he can do something worth while to accumulate something from the proceeds of his work, and to enjoy the fruits of his accomplishments, is essential, it is felt in such countries, to the common welfare and to human progress.

Americans do not wish to see such rights restricted for any individual by any government beyond the requirement to preserve them for other individuals, nor do Americans approve restrictions by any private group, whether corporation or labor union, beyond the requirements to maintain the rights of individuals and the rights of other groups. And we not only expect the government we have set up to respect these rights but also depend on our government to protect them.

Our economic rights are close-woven with our political rights.

Our political rights include:

1. The right to constitutional government, by which the poeple have granted to, or withheld from, government certain specific powers stated in the Constitution of the United States, and these grants and prohibitions may be changed only by a process provided for in that document.

2. The right to choose and change the officers entrusted with the conduct of the government by orderly elections as provided in the Constitution; likewise the right to choose state and local government officers as provided in the Constitution and laws of the states.

3. Freedom of religion.

4. Freedom of speech and of the press.

5. Freedom of peaceable assembly.

6. The right to petition—freedom to present opinions, including requests and protests to any executive or legislative officers.

7. The right to be secure in his "person, house, papers and effects" against unreasonable searches and seizures.

8. Protection against being "deprived of life, liberty, or property without due process of law," and against the taking of his property for public use without just compensation.

9. The right, when accused of crime, whether in violation of the laws of the United States or of any state or locality, to have his accusers face him in open court; to have the charges first considered by a grand jury if serious offenses are charged, and then stated clearly and definitely in a formal indictment, if they are not dismissed, so that he will know of just what he is accused; the right to a speedy trial; the right not to be held meanwhile under excessive bail out of proportion to the seriousness of the charges; the right to a trial by a jury selected fairly and properly; the right not to be required to testify against himself; the right not to be tried against for the same offense after being once acquitted or convicted; the right not

to be punished for acts lawful at the time they were committed but later made unlawful; the right not to be punished for criticizing the government unless such criticism extends to treason under the provisions of the Constitution.

10. Protection in the rights of citizenship, regardless of race, color, religion, economic conditions, or political affiliations; and no state may "deny to any person within its jurisdiction the equal protection of the laws."

These rights . . . along with other constitutional restrictions of the powers of government, give the individual a wide range of freedom to improve his social and economic condition by his own agencies, and broad protection against oppression by either a majority or an organized minority anywhere holding political power.

The safety of the state is watchfulness in the citizen!

All your blessings, your rights, your freedom, your liberty, spring from the Constitution of the United States and the Bill of Rights. It is your sacred responsibility from now on to uphold and defend this Constitution and this Bill. That is why you have the ballot.

Our government in the future will be as good as you make it!

This great inheritance of democracy and self-government, which is now yours, is the product of untold sacrifices. For untold centuries men have fought and labored through long and tortuous years that the rights which we now enjoy might be ours. Under our system we entrust this precious heritage in the hands of the people themselves.

. . . You have become a sovereign citizen. You are the source of the authority of our government. You have upon your shoulders the preservation of this great boon of freedom for which others have paid so dearly. If you do not appreciate the importance of this sovereign privilege, if you do not exercise it and exercise it wisely, it will be lost and the old long cycle of confusion and suffering will be once more ahead. . . .

THE AMERICAN LEGION believes that within the walls of our schoolrooms all over this Nation are the treasured jewels of our Country. We want to help safeguard these treasures because we believe that our schools and our students form the cornerstone upon which the future of America is built.

UNIT SIX

Americanism Briefs for Each Month of the Year

We believe that all students should be trained to become useful American citizens. To be useful citizens, youth must be appreciative citizens. Boys and girls must be taught an appreciation of the untold sacrifices for and the contributions made to the building and the progress of America by our forefathers.

During each month of the year there are many anniversaries of special events recorded in our history as highlights in the building of America. A list of the events, birthdays of famous men and women who have made contributions to the progress of America, important truths and maxims uttered by great national leaders, and living institutions vital to the maintenance and growth of our Nation, are listed in the ensuing pages.

NATIONAL CALENDAR — Month by Month!

JANUARY

Birthdays:

1—J. Edgar Hoover, Lawyer-Criminologist (1895)
7—Millard Fillmore, 13th President of the United States (1800)
9—Richard M. Nixon, 37th President of the United States (1913)
11—Alexander Hamilton, 1st Secretary of the Treasury of the United States (1757).
15—Martin Luther King, Civil Rights Activist (1929)
17—Benjamin Franklin, Patriot, Statesman, Inventor (1706)
18—Daniel Webster, Orator, Statesman, Lawyer (1782)
19—Edgar Allen Poe, Poet, Writer (1809)
21—"Stonewall" Jackson, Soldier, Statesman (1824)
29—William McKinley, 25th President of the United States (1843)
30—Franklin Roosevelt, 32nd President of the United States (1882)

The Amancipation Proclamation, January 1, 1863 (abridged):

"Now, therefore, I, Abraham Lincoln, President of the United States, by virture of the power in me vested as Commander-in-Chief of the Army and Navy of the United States . . . do, on this first day of January, in the year of our Lord, one thousand eight hundred and sixth-three . . . order and declare that all persons held as slaves within said designated states and parts of states are, and henceforth shall be free; and that the Executive Government of the United States, including the military and naval authorities thereof, will recognize and maintain the freedom of said persons. . . ."

George Washington and the Flag:

It was on January 2, 1776, that George Washington, the Father of our Country, ordered that an American Flag be flown from a staff in front of his Headquarters of the Continental Army then in camp in Cambridge, Massachusetts.

Do you know what that Flag looked like? It had thirteen stripes of red and white, and these stripes represented the thirteen Colonies. The Flag had in the corner, where the stars are now, the British Union Jack of the Crosses of St. George and St. Andrew. It was known as the Grand Union Flag, the Great Union Flag and the Cambridge Flag.

Later when the field of stars was added to the Flag, George Washington said:

"We take the stars from Heaven, the red from the mother country, separating it by white stripes, thus showing that we have separated from her and the white stripes shall go down to posterity, representing liberty."

Daniel Webster and Our Freedom:

"Let our object be our country, our whole country, and nothing but our country. And, by the blessing of God, may that country itself become a vast and splendid monument, not of oppression and terror, but of wisdom, of peace, and of liberty, upon which the world may gaze with admiration forever!"

Events and Dates:

1—New Year's Day

2—U.S. Flag first raised (1776)

3—Congress Convenes each year

7—First Telephone Across Atlantic (1927)

12—Peace Conference at Paris (1919)

14—Peace Treaty, England and U.S. (1784)

15—First Practical Locomotive (1831)

16—Prohibition (1920)

20—Inauguration Day (every four years following presidential election)

21—1st Atomic Submarine (1954)

22—Panama Canal Treaty signed (1903)

27—American Involvement in Vietnam War ends (1973)

FEBRUARY

Birthdays:

6—Ronald W. Reagan, 40th President of The United States (1911)

9—William Henry Harrison, 9th President of the United States (1773)

11—Thomas A. Edison, Inventor (1847)

12—Abraham Lincoln, 16th President of the United States (1809)

15—Susan B. Anthony, Advocate of Equal Sufferage (1820)

22—George Washington, 1st President of the United States (1732)

22—James Russell Lowell, Poet (1819)

27—Henry Wadsworth Longfellow, Poet and Critic (1807)

Abraham Lincoln:

"Learn the laws and obey them."

"You can fool some of the people all of the time, or all of the people some of the time, but you cannot fool all of the people all of the time."

"The Lord must love the common people; that is why he made so many of them."

"This country belongs to the people who inhabit it."

"Let not him who is homelsss pull down the house of another, but let him labor diligently to build one for himself."

"Government of the people, by the people, for the people. ..."

Lincoln's Gettysburg Address:

(At the dedication of the National Cemetery, November 19, 1863.)

"Fourscore and seven years ago our fathers brought forth on this continent a new nation, conceived in liberty, and dedicated to the proposition that all men are created equal.

"Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battlefield of that war. We have come to dedicate a portion of that field as a final resting place for those who

here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

"But in a larger sense, we cannot dedicate—we cannot consecrate—we cannot hallow—this ground. The brave men, living and dead, who struggled here have consecrated it, far above our poor power to add or detract. The world will little note, nor long remember, what we say here, but it can never forget what they did here. It is for us the living, rather to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us—that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion—that we here highly resolve that these dead shall not have died in vain—that this nation, under God, shall have a new birth of freedom—and that government of the people, by the people, for the people, shall not perish from the earth."

George Washington:

Washington's Prayer for the United States of America, 1783.

(On the monument at Valley Forge)

"Almighty God, we make our earnest prayer that Thou wilt keep the United States in Thy holy protection; that Thou wilt incline the hearts of the citizens to cultivate a spirit of subordination and obedience to government; and entertain a brotherly affection and love for one another and for their fellow citizens of the United States at large.

"And finally, that Thou wilt most graciously be pleased to dispose us all to do justice, to love mercy, and to demean ourselves with that charity, humility, and pacific temper of mind which were the characteristics of the divine Author of our blessed religion, and without a humble imitation of whose example in these things we can never hope to be a happy nation.

"Grant our supplication, we beseech Thee through Jesus Christ our Lord.—Amen."

Maxims of Washington:

"Always do your best."

"Always speak the truth."

"Let your conversation be without malice or envy."

"Be not apt to relate news if you know not the truth thereof."

"Use no reproachful language against anyone, neither curse nor revile."

"When another speaks be attentive yourself and disturb not the audience."

"Let your recreation be manful, not sinful."

Respect for Education (1790):

Washington's interest in Education is shown in his speech to Congress in 1790:

"Nor am I less persuaded, that you will agree with me in opinion, that there is nothing which can better deserve your patronage than the promotion of science and literature. Knowledge is in every country the surest basis of public happiness. In one, in which the measures of government receive their impression so immediately from the sense of the community, as in ours, it is proportionately essential. To the security of a free constitution it contributes in various ways; by convincing those who are intrusted with the public administration, that every valuable end of government is best answered by the enlightened confidence of the people; and by teaching the people themselves to know, and to value their own rights; to discern and provide against invasions of them; to distinguish between oppression and the necessary exercise of lawful authority, between burdens proceeding from a disregard to their convenience and those resulting from the inevitable exigencies of society; to discriminate the spirit of liberty from that of licentiousness, cherishing the first, avoiding the last, and uniting a speedy but temperate vigilance against encroachments, with an inviolate respect to the law.

"Whether this desirable object will be the best promoted by affording aids to seminaries of learning already established, by the institution of a national university, or by any other expedients, will be well worthy of a place in the deliberations of the legislature."

Events and Dates:

8—Boy Scout Day (Established 1910)
10—Treaty of Paris-French Indian War Ends (1763)
14—St. Valentine's Day
15—Destruction of the Maine (1898)
18—Jefferson Davis Inaugurated (1861)
22—Florida Ceded to U.S. (1819)

MARCH

Birthdays:

3—Alexander Graham Bell, Inventor of the Telephone (1842)

7—Luther Burbank, Horticulturist (1849)

14—Albert Einstein, Physicist (1879)

15—Andrew Jackson, 7th President of the United States (1767)

16—James Madison, 4th President of the United States (1751)

18—Grover Cleveland, 22nd and 24th President of the United States (1837)

19—William Jennings Bryan, Orator, Statesman (1860)

24—Fanny Crosby, Hymn Writer (1820)

29—John Tyler, 10th President of the United States (1790)

Alexander Graham Bell:

Alexander Graham Bell, the man who invented the telephone was born on March 3, 1842, in Edinburgh, Scotland. Do you know how Mr. Bell happened to invent the telephone? Historians tell us that he was employed by Gardiner Green Hubbard to act as a teacher of his daughter who was deaf. While serving as teacher for the lady, Mr. Bell experimented with an electrical device to improve the hearing of his pupil and it was during these experiments that he discovered the telephone.

Do you know that in America one out of every seven persons has a telephone? How does this compare with foreign lands? In England, for example, only one out of every eighteen persons has a telephone. In Germany, one out of every twenty persons has a telephone, and in France, one out of every thirty persons.

The Cotton Gin:

March 14 marks the anniversary of another invention that has contributed greatly to the progress of America. It was on this date in 1794 that Eli Whitney obtained a patent on a cotton gin he had invented. And what did this invention do for America?

Prior to 1794 little cotton was grown in the South because there was no way to free the fiber from the seed except by hand and it is claimed that it would take one person two years to turn out an average of one bale of cotton by hand.

Eli Whitney's first cotton gin turned out fifteen bales of cotton in one day. Since that time, the invention has been improved many, many times and has led to a great increase in the production of cotton resulting in the nationwide use of cotton materials.

Certainly the inventions of the telephone and cotton gin have contributed to the progress of America.

Events and Dates:

3—Missouri Compromise (1820)

4—U.S. Constitution went into effect (1789)

5—Anniversary of the Boston Massacre (1770)

10—Salvation Army Started in U.S. (1880)

12—Girl Scouts Founded (1912)

15—Birthday of The American Legion (1919)

17—St. Patrick's Day

31—"Star Spangled Banner" Declared National Anthem (1931)

APRIL

Birthdays:

3—Washington Irving, Literary Writer (1783)

12—Henry Clay, Statesman (1777)

13—Thomas Jefferson, 3rd President of the United States (1743)

23—James Buchanan, 15th President of the United States (1791)

27—Samuel F. B. Morse, Inventor of Electric Telegraph (1791)

27—Ulysses S. Grant, 18th President of the United States (1822)

28—James Monroe, 5th President of the United States (1758)

29—William Randolph Hearst, Publisher (1863)

Adoption of the Present Flag:

It was on June 14, 1777, that the Continental Congress voted that the flag of the thirteen United States should contain thirteen alternate red and white stripes and thirteen white stars on a blue field. (See Flag Day, June 14.) On January 13, 1794, as Vermont and Kentucky had been admitted to the Union, Congress voted that the flag should consist of fifteen stripes and fifteen stars, beginning with May 1, 1795. It was the evident intention to have a star and a stripe added for each new State. In 1818 there were twenty States, but the flag had remained unchanged since 1795. Congress, in order to meet the issue, ordered on April 4, 1818, that

the flag should be redesigned and that the number of stripes be reduced to the original thirteen and that there be twenty stars. And it further ordered that "on the admission of every new State into the Union one star be added to the union of the flag and that such addition shall take effect on the Fourth of July next succeeding such admission." The flag has been made in accordance with this design since that date. It now has fifty stars representing the fifty states and thirteen stripes representing the original States which formed the Union.

James Monroe on Security:

"Only *enlightened* public opinion, based on *accurate* information and full and free discussion of facts and *issues*, can give to our Nation real and *adequate* security."

The Monroe Doctrine:

The Monroe Doctrine was promulgated in the annual message in 1823. It was in response to the resolutions of the Congress of Verona of November, 1822, which were directed against the representative system of government and favored the restoration of the power of Spain in South America against which the people of that part of the world were rebelling. The pertinent part of the message follows:

"We owe it, therefore, to candor and the amicable relations existing between the United States and those Powers (those represented at the Congress of Verona) to declare that we shall consider any attempt on their part to extend their system to any portion of this hemisphere as dangerous to our peace and safety. With the existing colonies and dependencies of any European Power we have not interfered and we shall not interfere. But with the Governments who have declared their independence and maintained it, and whose independence we have, on great consideration and just principles, acknowledged, we could not view any interposition for the purpose of oppressing them, or controlling in any manner their destiny, by any European Power, in any other light than a manifestation of an unfriendly disposition toward the United States."

Thomas Jefferson:

"We hold these truths to be self-evident; that all men are created equal; that they are endowed by their Creator with certain unalienable rights; that among these are life, liberty, and the pursuit of happiness."

Events and Dates:

2—Establishment of the United States Mint (1792)

3—Pony Express Started (1860)

6—U.S. Declared War on Germany (1917)

10—Arbor Day

12—Fort Sumter Attacked-Civil War (1861)

17—Patriot's Day (Ride of Paul Revere)

25—War with Spain (1898)

30—George Washington Inaugurated (1789)
Louisiana Purchase (1803)

MAY

Birthdays:

4—Horace Mann, Renowned Educator (1796)

8—Harry S Truman, 33rd President of the United States (1884)

25—Ralph Waldo Emerson, Poet and Essayist (1803)

29—Patrick Henry, Statesman (1736)

29—John Fitzgerald Kennedy, 35th President of the United States (1917)

31—Walt Whitman, Poet, Writer (1819)

Patrick Henry's Speech Favoring Revolution (1775)

"There is no retreat but in submission to slavery. Our chains are already forged. Their clanking may be heard on the plains of Boston. The next gale that sweeps from the North will bring the clash of resounding arms. Our brethren are already in the field. Why stand we here idle? What is it that the gentlemen wish? What would they have? Is life so dear or peace so sweet as to be purchased at the price of chains and slavery? Forbid it. Almighty God! I know not what course others may take, but as for me, give me liberty or give me death!"

Ralph Waldo Emerson:

Here once the embattl'd farmers stood
And fired the shot heard 'round the world.

Armed Forces Day—Third Saturday in May

In 1950, the President of the United States proclaimed the 3rd Saturday in May as Armed Forces Day which marks the unification of our several military services and the

creation of the Department of Defense as provided for by the National Security Act of 1947.

Designed to replace the individual celebrations of the respective services, Armed Forces Day is intended to symbolize unification, and demonstrate the close working relationship of the Army, Navy, Air Force, Marine Corps, Coast Guard and the Reserves.

Each year under an appropriate banner, such as "Power for Peace," local celebrations, displays of weapons and "open house" at military installations serve to give the general public an annual report on the state of the Nation's defense forces.

National Maritime Day—May 22nd

In 1819 from the great southern port of Savannah, Ga., sailed a vessel, bearing the name of that proud city and busy port, that was to revolutionize modern transportation. In twenty-two days the SAVANNAH crossed the Atlantic Ocean to Liverpool, England to become the first steam propelled ship to make the trans-Atlantic crossing.

Each year on May 22nd, National Maritime Day is observed in the principal ports of the United States for it marks an epic occasion in maritime history. It also recalls a period of American leadership in the field of ocean transportation. Today, it serves notice of the vital role of America's Merchant Marine in peace and war.

Memorial Day, Last Monday In May

The formal observance of Memorial Day, or Decoration Day, as it has been popularly called for many years dates from 1868. The graves of the soldiers, killed in the Civil War had been decorated with flowers before that year, especially in the South.

General John A. Logan, Commander-in-Chief of the Grand Army of the Republic, issued the following order early in May, 1865:

> "The thirtieth day of May 1868, is designated for the purpose of strewing flowers or otherwise decorating the graves of comrades who died in defense of their country during the late rebellion, and whose bodies now lie in almost every city, village and hamlet churchyard in the land. In this observance no form of ceremony is prescribed, but posts and comrades will, in their own way, arrange such fitting services and testimonials of respect as circumstances may permit."

In the course of time, regulations were adopted by the Army and the Navy for the observance of the day. Article 516 of the Army Regulations reads:

> "On Memorial Day, May 30, at all army posts and stations the national flag will be displayed at half mast from sunrise till midday and immediately before noon the band or field music will play a dirge, "Departed Days," or some appropriate air and the national salute of twenty-one guns will be fired at 12 p.m. at all posts and stations provided with artillery. At the ceremonies of this memorial tribute, at noon, the flag will be hoisted to the top of the staff; the flag will be saluted by playing one or more national airs. In this way, fitting testimonials of respect for the heroic dead and honor to their patriotic devotion will be appropriately rendered."

President Herbert Hoover said (1928):

> "The Union has become not merely a physical union of States, but rather a spiritual union in common ideals of our people. Within it is room for every variety of opinion, every possible experiment in social progress. Out of such variety comes growth, but only if we preserve and maintain our spiritual solidarity."

President Franklin D. Roosevelt said (1934):

> "On these hills of Gettysburg, two brave armies of Americans met in combat. Not far from here in a valley likewise consecrated to American valor, a ragged Continental army survived a bitter winter to keep alive the expiring hope of a new Nation; and near to the battlefield and that valley stands the invincible city where the Declaration of Independence was born and the Constitution of the United States was written by the fathers. Surely, all of this is holy ground. We are all brothers now in a new understanding."

Events and Dates:

1—May Day Festivals

7—V-E Day-War with Germany Ends 1945)

10—First Continental Railroad Promontory Point, Utah (1869)

10—First Mother's Day (1914) (Second Sunday in May)

13—Jamestown Settled (1607)

13—War Declared with Mexico (1846)

21—U.S. Red Cross Founded (1881)

25—Constitutional Convention (1787)

26—Remaining Confederate Forces Surrender Ending Civil War (1865)

28—French-Indian War (1754)

30—War with Mexico ends (1848)

30—First Memorial Day (1866)

JUNE

Birthdays:

3—Jefferson Davis, President of the Confederacy (1808)

6—Nathan Hale, Patriot (1755)

14—Harriet Beecher Stowe, author (1811)

Flag Day—June 14 (Observances and Display of Flag):

On June 14, 1777, the Continental Congress, sitting in Philadelphia, adopted a resolution declaring:

> "That the Flag of the thirteen United States shall be of thirteen stripes of alternate red and white, with a union of thirteen stars of white in a blue field, representing the new constellation."

The resolution was adopted following the reception of the report of a special committee appointed to suggest a desing for the Flag. In explaining the design the committee said:

> "The stars of the Flag represent a new constellation rising in the West. The idea is taken from the great constellation Lyra, which in the hands of Orpheus signifies harmony. The blue in the field is taken from the edge of the Covenanter's Banner of Scotland, significant of the covenant of the United States against oppression. The stars are disposed in a circle, symbolizing the perpetuity of the Union, the ring signifying eternity. The thirteen stars show the number of the United colonies and denote subordination of the States of the Union as well as equality among themselves. The red, the color which in the Roman days was a symbol of defiance, denotes daring, and the white purity."

President Woodrow Wilson said (June 14, 1917):

> "We meet to celebrate Flag Day because this Flag which we honor and under which we serve is the emblem of our unity, our power, our thought and purpose as a nation. It has no other character than that which we give it from generation to generation. The choice is ours. It floats in majestic silence above the hosts that executive those choices whether in peace or war. And yet, though silent, it speaks to us—speaks to us of the past, of the men and women who went before us and of the records they wrote upon it. We celebrate the day of its birth, and from its birth until now it has witnessed a great history, has floated on high the symbol of great events, of a great plan of life worked out by a great people."

The Constitution Ratified, June 21, 1788:

The last article in the Constitution of the United States provides that "the ratification of the conventions of nine States shall be sufficient for the establishment of this Constitution between the States so ratifying the same." The Constitutional Convention ended its work on September 17, 1787. It was not until June 12, 1788, that New Hampshire, the ninth State, ratified it. The United States Government formed by the Constitution began on that date. The conventions of the following States, in the order named, had ratified it before June 21: Delaware, Pennsylvania, New Jersey, Connecticut, Massachusetts, Maryland and South Carolina. Rhode Island was the last of the thirteen States to approve the Constitution, and it did not act until May 29, 1790.

Events and Dates:

14—Adoption of First American Flag (Flag Day) (1777)

15—Magna Charta Day

18—War of 1812

19—First Father's Day (1910) (Third Sunday in June)

19—First Virginia Assembly (1619)

25—U.S. Enters War in Korea (1950)

JULY

Birthdays:

4—Calvin Coolidge, 30th President of the United States (1872)

4—Nathaniel Hawthorne, Writer of Romance (1804)

11—John Quincy Adams, 6th President of the United States (1767)

14—Gerald R. Ford, 38th President of the United States (1913)

Independence Day (July 4, 1776):

An entry in the Journal of the continental Congress for June 7 reads:

"Resolved, That these United Colonies are, and of right ought to be, free and independent states, that they are absolved from all allegiance to the British Crown, and that all political connection between them and the State of Great Britain is, and ought to be, totally dissolved.

"That it is expedient forthwith to take the most effectual measures for forming foreign alliances.

"That a plan of confederation be prepared and transmitted to the respective colonies for their consideration and approbation."

Seventeen days later, June 28, a draft of what has come to be known as the Declaration of Independence was submitted. Debate followed, but on July 4 the following official record of the adoption of the Declaration of Independence is reported:

"Agreeable to the order of the day the Congress resolved itself into a committee of the whole to take into further consideration the Declaration. The president resumed the chair. Mr. Harrison reported that the committee of the whole Congress have agreed to a Declaration which he delivered.

"The Declaration being again read, was agreed to as follows:

"THE UNANIMOUS DECLARATION OF THE THIRTEEN UNITED STATES OF AMERICA

"When in the course of human events it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the Powers of the earth the separate and equal station to which the Laws of Nature and of Nature's God entitle them, a decent respect for the opinions of mankind requires that they should declare the causes which impel them to the separation. ..." Charles Carroll, last surviving signer of the Declaration of Independence, said:

"You observe that republics can exist and that the people under that form of government can be happier than any other; that the republic created by the Declaration of Independence will continue to the end of time is my fervent prayer. That protracted existence, however, will depend on the morality, sobriety and industry of the people, and on no part more than on the mechanics, forming in our cities, the greatest number of their most useful citizens."

Calvin Coolidge on Laws:

"Men do not make laws. They do but discover them. Laws must be justified by something more than the will of the majority. They must rest on the eternal foundation of righteousness. That state is the most fortunate which has the aptest instruments for the discovery of laws."

Events and Dates:

4—Declaration of Independence Signed (1776)

20—First Man on Moon, Neil Armstrong (1969)

27—First Successful Atlantic Cable (1866)

27—Korean War Ends (1953)

AUGUST

Birthdays:

1—Francis Scott Key, Composer (1799)

10—Herbert Clark Hoover, 31st President of the United States (1874)

20—Benjamin Harrison, 23rd President of the United States (1833)

27—Lyndon B. Johnson, 36th President of the United States (1908)

29—Oliver Wendell Holmes, Poet, Noted Man of Letters (1809)

The Star-Spangled Banner (Key):

The Star-Spangled Banner, adopted by Congress in 1931 as the National anthem of the United States, was written by Francis Scott Key, a Baltimore lawyer, in 1814. England was at war with the United States, and Key had gone aboard a British warship to arrange the release of an American prisoner. He was forced to stay on board during the night-long bombardment of Fort McHenry near Baltimore. In great anxiety, he wondered whether the fort could withstand the British attack. At daybreak, as firing ceased, Key saw the Stars and Stripes still waving. In joy and relief he wrote his great poem.

Christopher Columbus Sails, August 3, 1492:

Christopher Columbus sailed from Palos, Spain, on August 3, 1492, on his first voyage westward in search of a route to China and the Far East. He was authorized to search for certain islands west of the Sargasso Sea, and when he reached the islands off the coast of the American continent he thought he had reached India. (See Columbus Day). The consequences of the voyage which began on August 3 were greater than those of any other event in the Christian era, for they

broadened the human outlook and revolutionized the thinking of the world in more than the geographical field.

Oliver Wendell Holmes:

"Build thee more stately mansions,
O my soul, as the swift seasons roll!"

Old Ironsides (Holmes):

On September 12, 1830, the Boston *Advertiser* printed a paragraph stating that the Secretary of the Navy had recommended that "Old Ironsides" be sold and broken up. Two days later, in the same paper, appeared the famous poem by Oliver Wendell Holmes, which instantly became a sort of national battle-cry. Instead of being broken up, the Constitution was rebuilt and is still maintained in perfect condition.

(The Yankee Constitution defeated two British ships, the Cyane and the Levant, on February 20, 1815, near Madeira.)

Events and Dates:

3—World War II began (1939)

7—U.S.-Canada peace bridge dedicated (1927)

7—U.S. enters war in Vietnam Gulf of Tonkin Resolution (1964)

11—Robert Fulton's Steamboat, the Clermont, sailed (1807)

12—Hawaii annexed to U.S. (1898)

15—Panama Canal opened (1914)

15—V-J Day ending war with Japan (1945)

SEPTEMBER

Birthdays:

7—James Fenimore Cooper, writer of Fiction (1789)

15—William H. Taft, 27th President of the United States (1857)

26—John Chapman-Alias Johnny Appleseed (1774)

27—Samuel Adams, Statesman, Politician (1722)

28—Francis E. Wilard, Prohibitionist (1839)

First Peace Treaty with England:

On September 3, 1783, the representatives of the United States and England after long negotiations signed a treaty of peace ending the Revolutionary War. A provisional agreement for peace had been made on November 30, 1782. The first article of the treaty of 1783 reads:

"His Britannic Majesty acknowledges the said United States, viz. New Hampshire, Massachusetts Bay, Rhode Island and Providence Plantations, Connecticut, New York, New Jersey, Pennsylvania, Delaware, Maryland, Virginia, North Carolina, South Carolina and Georgia, to be free, sovereign and independent states; that he treats with them as such, and as for himself, his heirs and successors, relinquishes all claims to the Government, property and territorial rights of the same and every part thereof."

Citizenship Day—Constitution Day, September 17, (1787):

The Constitution of the United States, universally regarded as the finest expression ever made of the determination of a free people to govern themselves and to protect their liberty, was signed on September 17, 1787, by the delegates to the convention called to draft it. The delegates had met in Independence Hall, Philadelphia, in the preceding May and had deliberated in secret for four months before agreeing on the final draft of the document. George Washington was president of the convention and Benjamin Franklin, James Madison, James Wilson, Alexander Hamilton, Gouverneur Morris and other distinguished men of the time were among the delegates. When the Constitution had been ratified by the required number of States it was taken to New York, which was the first seat of Government. When Philadelphia became the capital it was taken to that city and after Congress had fixed upon Washington as the permanent capital it was removed to that city. It has always been at the seat of government save for a short time after the British captured Washington during the War of 1812. It was then removed to Virginia, far enough from Washington to be safe. President Harding, in 1921, ordered that it be taken from the State Department, where it had been kept in a safe, and deposited in the Congressional Library.

The American Bar Association states:

"The Constitution, which provides a plan of government for the enforcement of the rights proclaimed by the Declaration of Independence, is of equal value with the incomparable Declaration itself. Both documents should be well known by all American citizens. Any plan leading to a better knowledge, particularly of the rights and benefits of the Constitution, should meet the approval of all good citizens, and especially lawyers."

President Grover Cleveland, on the occasion of the one hundredth anniversary of the completion of the Constitution, said:

> "As we look down the past century to the origin of our Constitution, as we contemplate its trials and triumphs, as we realize how completely the principles upon which it is based have met every national peril and every national need, how devoutly should we confess with Franklin, 'God governs in the affairs of men'; and how solemn should be the reflection that to our hands is committed this ark of the people's covenant, and that ours is the duty to shield it from impious hands. We received it sealed with the tests of a century. It has been found sufficient in the past; and in all the future years it will be found sufficient, if the American people are true to their sacred trust. Another centennial day will come, and millions yet unborn will inquire concerning our stewardship and the safety of their Constitution. God grant that they may find it unimpaired; and as we rejoice in the patriotism and devotion of those who lived a hundred years ago, so may others who follow us rejoice in our fidelity and in our jealous love of constitutional liberty."

The Bill of Rights, September 25, 1791:

There was considerable criticism of the Constitution as drafted by the Convention of 1787 because it did not afford sufficient protection to the rights of individuals and the States. In order to meet this objection, it was agreed that amendments to it would be submitted for ratification after the original draft had been approved. Accordingly, at the first session of the First Congress at New York on September 25, 1789, twelve amendments were voted and they were submitted to the States. Two of them, relating to apportionment of Representatives and to the pay of Congressmen, were rejected. The other ten were duly ratified and are now popularly known as the Bill of Rights. They guarantee, among other things, freedom of religion and speech, the right of the people to assemble peaceably, the right of private property, and the right of trial by jury. They forbid cruel and unusual punishment and the exaction of excessive bail and they provide that the powers not delegated to the United States nor prohibited by it to the States "are reserved to the States respectively or to the people." Thus it was established that the United States was a confederation of independent sovereignties which had formed a central Government with defined and limited powers.

Events and Dates:

—Labor Day (First Monday in September)

5—First Continental congress (1774)

17—Citizenship Day - U.S. Constitution Adopted (1787)

OCTOBER

Birthdays:

1—James E. Carter, Jr., 39th President of the United States (1924)

3—George Bancroft, Historian (1800)

4—Rutherford B. Hayes, 19th President of the United States (1822)

5—Chester A. Arthur, 21st President of the United States (1830)

7—James Whitcomb Riley, Hoosier Poet (1853)

14—Dwight D. Eisenhower, 34th President of the United States (1890)

27—Theodore Roosevelt, 26th President of the United States (1858)

30—John Adams, 2nd President of the United States (1735)

Discovery Day, Second Monday in October

So far as can be learned, the first celebration of the discovery of America by Christopher Columbus occurred in New York City on October 12, 1792, three centuries after the event.

. . . But that the actual anniversary might not be ignored, Congress on June 29, 1892, adopted a joint resolution directing the President to call upon the people to observe "the four hundredth anniversary of the discovery of America on the 21st day of October, 1892, by public demonstrations and by suitable exercises in their schools and other places of assembly." As the change in the calendar had not been made when Columbus sailed, the date of the discovery, October 12, is according to the old calendar.

. . . There were celebrations in all parts of the country in obedience to the proclamation by President Harrison. The next year the celebration on October 12 at the Columbian Exposition in Chicago was the most elaborate arranged up to that time. The day was not yet a legal holiday and did not become such for several years.

Statue of Liberty:

Bartholdi's statue of "Liberty Enlightening the World," on Bedloe's Island in New York

harbor, was dedicated with elaborate ceremonies on October 28, 1886. The statue was presented to the people of the United States by the French people in fulfillment of a suggestion made soon after the Revolution that there should be a suitable memorial of the friendly feelings between the two countries. . . . It is the largest statue ever built, as it is one hundred and fifty feet and one inch high. With its pedestal it is one inch less than three hundred and six feet above low water mark. It stirs the imagination of foreigners arriving in the United States, and Americans returning from Europe welcome the sight of it as a symbol of home.

Hallowe'en:

The mystic rites and ceremonies with which Hallowe'en was originally observed had their origin among the Druids centuries before the dawn of the Christian era. In the course of time, there was added to them some of the rites peculiar to the Roman festival of Pomona, who presided over the harvests. Many of the ancient rites were brought to this country from Europe, but they no longer have any mystic significance save among the credulous, and are observed only in a sportive spirit by young people who wish to spend a frolicsome evening.

Events and Dates

—the United States Supreme Court convenes during the first week.

15—Selective Service Registration Day (1940)

18—Alaska ceded to U.S. (1867)

28—Dedication of Statue of Liberty (1886)

31—Hallowe'en

NOVEMBER

Birthdays:

2—James K. Polk, 11th President of the United States (1795)

2—Warren G. Harding, 29th President of the United States (1865)

3—William Cullen Bryant, Poet and Editor (1794)

4—Will Rogers, Humorist (1879)

19—James A. Garfield, 20th President of the United States (1831)

23—Franklin Pierce, 14th President of the United States (1804)

24—Zachary Taylor, 12th President of the United States (1784)

30—Samuel L. Clemens (Mark Twain), Author (1835)

Election Day:

Provision was made for holding a general election by Act of Congress, 1845. The first Tuesday after the first Monday in November was set as the date for the choice of presidential electors. Election day is a legal holiday in a majority of the States and Territories.

Veterans Day — November 11

Hostilities in World War I, which began in late July 1914, were suspended at eleven o'clock in the morning of Monday, November 11, 1918, after the signing of the Armistice by the contending powers. News of the signing of the Armistice was received with great joy throughout the world. The anniversary of November 11 is observed as a great patriotic holiday.

On November 11, 1919, President Woodrow Wilson, in the following proclamation, expressed the meaning of the first Armistice anniverary in these words:

"To My Fellow-Countrymen:

"A year ago our enemies laid down their arms in accordance with an armistice which rendered them impotent to renew hostilities, and gave to the world an assurred opportunity to reconstruct its shattered order and to work out in peace a new and juster set of international relations. . . .

"We were able to bring the vast resources, material and moral, of a great and free people to the assistance of our associates in Europe who had suffered and sacrificed without limit in the cause for which they fought. Out of this victory there arose new possibilities of political freedom and economic concert. The war showed us the strength of great nations acting together for high purposes, and the victory of arms foretells the enduring conquests which can be made in peace when nations act justly and in furtherance of the common interests of men.

"To us in America the reflections of Armistice Day will be filled with solemn pride in the heroism of those who died in the country's service and with gratitude for the victory, both because of the thing from which it has freed us and because of the opportunity it has given America to show her sympathy with peace and justice in the councils of the nations."

On June 1, 1954, the President signed Public Law 380 which changed Armistice Day to Veterans Day in honor of the veterans of all wars.

The First Constitution, November 15:

Soon after the Continental Congress adopted the Delcaration of Independence in 1776 a committee reported to it the draft of the Articles of Confederation, or Constitution, of the new nation. It was not until November 15, 1777, that the articles were finally adopted and submitted to the State for ratification. The record in the Journal of the Congress notes:

"A copy of the confederation being made out and sundry small amendments made in the diction, without altering the sense, the same was agreed to as follows: Articles of Confederation and Perpetual Union, between the States:"

Then follow the names of the thirteen States preceding the text of the document. It contains many of the provisions which were later put in the Constitution drafted by the convention of 1787, the Preamble of which recites that it is made "in order to form a more perfect union." This means that the conditions of the "perpetual union" set up by the Articles of Confederation were not wholly satisfactory and needed revision. The Continental Congress provided for what came later to be called "an indissoluable union of sovereign States," but it took the Civil War to demonstrate that the Constitution of 1787 was intended to provide for a similar union.

Thanksgiving Day (Fourth Thursday in November):

Thanksgiving Day, as a national religious festival celebrated on the same day throughout the country, dates from 1863. Mrs. Sarah J. Hale, of Boston, promoted the idea of the observance of a uniform day throughout the country for the expression of thanks for the blessings of the year. She is the author of "Our National Thanksgiving," an editorial printed in 1863.

The first New England day of thanks for the harvest was in the autumn of 1621 under orders from Governor Bradford. The colonists went out into the forests and shot a number of turkeys and took them to the settlement to be cooked for the dinner. A number of Indians heard of the celebration and then entered the settlement carrying with them several deer. The Indians and settlers feasted together. It was twenty-three years later when the Governor of the Dutch colony of New York issued a thanksgiving proclamation. During the Revolutionary War a day of national thanksgiving was annually recommended by Congress, but after the peace of 1784 there was no national call for thankfulness until Washington in 1789 ordered a day of thanksgiving for the adoption of the Constitution. This was the first thanksgiving proclamation issued by any President. Madison set a day to give thanks for peace in 1815, and Lincoln in 1862 and 1863 recommended special days of thanks for victories.

Thanksgiving has been observed by official proclamation (Presidential and by the Governors of the respective States) since that time.

American Education Week

American Education Week is observed throughout the nation during the month of November. It is sponsored by The American Legion, the National Education Association, the National Congress of Parents and Teachers, National School Boards Association and the United States Office of Education (founded by The American Legion and the N.E.A. in 1921).

Events and Dates:

1—Stamp Act becomes law (1765)

1—End of War with Germany (1918)

11—First Armistice Day now called Veteran's Day (1919)

19—Lincoln's Gettysburg Speech (1863)

DECEMBER

Birthdays:

5—Martin Van Buren, 8th President of the United States (1782)

12—John Jay, First Chief Justice of the United States Supreme Court (1745)

17—John Greenleaf Whittier, Poet and Prose Writer (1807)

29—Woodrow Wilson, 28th President of the United States (1856)

29—Andrew Johnson, 17th President of the United States (1808)

Boston Tea Party

One of the most famous incidents in the course of the protest of the American colonies against taxation without representation is known as the Boston Tea Party.

The colonies had protested against import taxes on goods entering America, and merchants had agreed not to import anything

from Great Britain as long as the taxes were continued.... In November, 1773, two ships laden with tea were moored at a wharf in Boston, and an attempt was made to land the cargo supported by the royal governor and his friends, but it failed.

... a company of sixty men, disguised as Indians, boarded the ships, tore open the hatches and threw the tea overboard.

The Louisiana Purchase:

When the United States took possession of what was loosely known as the Louisiana territory on December 20, 1803, it completed one of the great real estate deals in history. The region turned over to this country by France was more than a million square miles in extent and cost about twenty dollars a square mile. Out of it have been carved many states now inhabited by millions of Americans. The population at the time of the purchase was about ninety thousand.

The Gadsden Purchase:

James Gadsden, promoter of railway construction, succeeded in persuading Mexico to sell the United States 45,535 square miles of land for approximately $10,000,000 on December 30, 1853. The land lies in New Mexico and Arizona. Its southern boundary was fixed as the boundary between the two countries and ended boundary disputes. Gadsden, however, was more interested in a route for his proposed transcontinental railroad than in settling boundaries. The treaty was ratified by the Senate and proclaimed on June 30, 1854.

Events and Dates:

2—Monroe Doctrine (1823)
7—Pearl Harbor attack by Japan (1941)
8—War declared with Japan (1941)
10—War with Spain ends (1898)
12—War declared with Germany (1941)
12—Wireless telegraph across Atlantic (1901)
14—Death of George Washington (1799)
15—Bill of Rights (1791)
24—War of 1812 ends (1814)
31—New Year's Eve

IN ARTICLE II, Constitution of the United States, it is set forth that the Executive power shall be vested in a President of the United States of America. He shall hold his office during the term of four years, and together with the Vice President, chosen for the same term, be elected according to the terms of the Constitution. Following are the Presidents of the United States and important events of each administration.

UNIT SEVEN

Presidents of the United States

Important Events During Each Administration

GEORGE WASHINGTON (1732-1799)
First President 1789-1797

1789—Washington inaugurated at New York.
First Congress held in New York.
Bill of Rights adopted.
State Department created.
War Department created.
Treasury Department created.
Post Office Department created.
Office of Attorney General established.
Army organized.
1790—United States Supreme Court First Session.
1791—Bank of U.S. chartered.
1792—Mint Act.
1793—Whitney invents cotton gin.
1794—Jay Treaty with England.
Neutrality Act.
Eleventh Amendment.
Whiskey Rebellion.
1796—Land Act.

JOHN ADAMS (1735-1826)
Second President 1797-1801

1797—XYZ Affair.
1798—Navy Department created.
Marine Corp. Established
1800—Congress met in Washington, D.C., for first time.
1801—John Marshall appointed Chief Justice of Supreme Court.

THOMAS JEFFERSON (1743-1826)
Third President 1801-1809

1801—War with Tripoli.
1802—United States Military Academy established at West Point.
1803—Louisiana purchase.
1804—Twelfth Amendment.
1807—Embargo Act passed.

JAMES MADISON (1751-1836)
Fourth President 1809-1817

1812—War with Great Britain.
1814—City of Washington burned by British.
Treaty of Ghent (December 24).

JAMES MONROE (1758-1831)
Fifth President 1817-1825

1818—Oregon Territory occupied.
1819—Florida ceded by Spain ($5,000,000).
1820—Missouri Compromise.
1823—Monroe Doctrine.

JOHN QUINCY ADAMS (1767-1848)
Sixth President 1825-1829

1825—Erie Canal opened.
1828—First passenger railroad in United States.
Tariff of Abominations.

ANDREW JACKSON (1767-1845)
Seventh President 1829-1837

1830—Webster-Hayne Debates on States Rights.
1831—McCormick invents reaper.
1832—Black Hawk War.
South Carolina Nullification Act.
1836—Massacre of the Alamo.

MARTIAN VAN BUREN (1782-1862)
Eighth President 1837-1841

1837—Financial crisis.
Horace Mann began educational reforms.
1838—"Great Western" made first trans-Atlantic steam passage.
1840—Lt. Charles Wilkes discovered Antarctic.

WILLIAM H. HARRISON (1773-1841)
Ninth President 1841
Died one month after inauguration

JOHN TYLER (1790-1862)
Tenth President 1841-1845

1842—Webster-Ashburton Treaty.
Gold discovered in California.
1844—First telegraph line, Washington to Baltimore.
1845—Texas annexed to United States.

JAMES KNOX POLK (1795-1849)
Eleventh President 1845-1849

1845—United States Naval Academy opened.
1846—Forty-ninth parallel boundary established.
War in Mexico.
1848—Start of Gold Rush in California.
War with Mexico ends.

ZACHARY TAYLOR (1784-1850)
Twelfth President 1849-1850

1849—Confronted slavery issue.
Treaty with Hawaiian Islands

MILLARD FILLMORE (1800-1874)
Thirteenth President 1850-1853

1850—Fugitive Slave Law.
1852—"Uncle Tom's Cabin."

FRANKLIN PIERCE (1804-1869)
Fourteenth President 1853-1857

1854—Gadsden purchase.
Commodore Perry concluded Treaty with Japan.
Kansas-Nebraska Bill.
1857—Financial Panic.

JAMES BUCHANAN (1791-1868)
Fifteenth President 1857-1861

1857—Dred Scott decision.
1858—Atlantic Cable.
1859—John Brown raids Harper's Ferry, Va.
1860—South Carolina seceded.
Pony Express.
1861—Confederate states organized.

ABRAHAM LINCOLN (1809-1865)
Sixteenth President 1861-1865

1861—Beginning of Civil War.
1862—Homestead Act.
1863—Emancipation Proclamation.
Gettysburg Address.
1865—Civil War ended.
President Lincoln assassinated (April 14).

ANDREW JOHNSON (1808-1875)
Seventeenth President 1865-1869

1865—Thirteenth Amendment.
1866—Civil Rights Act.
1867—Alaska purchased ($7,200,000).
1868—Fourteenth Amendment.
Johnson Impeached but not convicted.

ULYSSES S. GRANT (1822-1885)
Eighteenth President 1869-1877

1869—Union Pacific Railroad completed.
1870—Justice Department created.
Fifteenth Amendment.
1871—Chicago fire.
1872—Amnesty Act.
1873—Bank failures—Financial panic.
1876—Bell invents telephone.
General Custer massacre.

RUTHERFORD B. HAYES (1822-1893)
Nineteenth President 1877-1881

1877—Troops withdrawn from South Carolina and Louisiana.
1879—Edison invented incandescent lamp.

JAMES A. GARFIELD (1831-1881)
Twentieth President 1881

1881—Assassinated four months after inauguration.
American Red Cross organized.

CHESTER A. ARTHUR (1830-1886)
Twenty-first President 1881-1885

1883—Civil Service Reform.
1885—Washington Monument completed.

GROVER CLEVELAND (1830-1908)
Twenty-second President 1885-1889
Twenty-fourth President 1893-1897

1887—Interstate Commerce Act.
1889—Agriculture Department established.

BENJAMIN HARRISON (1833-1901)
Twenty-third President 1889-1893

1889—First Pan-American Congress.
1890—Sherman Anti-Trust Act.

GROVER CLEVELAND-see above

1893—Financial Panic.
Chicago World's Fair.
1895—Venezuela boundary dispute.
Income Tax declared unconstitutional.
1896—Gold discovered in Klondike.

WILLIAM McKINLEY (1843-1901)
Twenty-fifth President 1897-1901

1898—Spanish-American War.
Annexation of Hawaii.
1901—Assassination on September 6.

THEODORE ROOSEVELT (1858-1919)
Twenty-sixth President 1901-1909

1903—Wright Brothers made airplane flight.
Panama Canal Treaty.
Department of Labor & Commerce established.
1906—San Francisco earthquake and fire.
1907—Financial Panic.

WILLIAM H. TAFT (1857-1930)
Twenty-seventh President 1909-1913

1909—Perry discovered North Pole.
Japanese Cherry Trees planted in Washington, D.C.
1910—Boy Scout movement initiated.
1913—Sixteenth Amendment (income tax).
Seventeenth Amendment.

WOODROW WILSON (1856-1924)
Twenty-eighth President 1913-1921

1913—Establishment of Federal Reserve Banks.
Labor & Commerce split into separate departments.
1914—The First World War began.
Opening of Panama Canal.
1915—Coast Guard created.
1917—United States entered World War I (April 6).
1918—Armistice signed (November 11).
1919—Treaty of Versailles.
The American Legion founded (March 15).
Eighteenth Amendment (Prohibition).
1920—Nineteenth Amendment (Women's Vote).

WARREN G. HARDING (1865-1923)
Twenty-ninth President 1921-1923

1921—Budget Bureau created.
Quota Act.
Veteran's Bureau established.
Unknown Soldier buried at Arlington.
1922—Lincoln Memorial Dedicated.
Tea Pot Dome Scandal.
1923—President Harding died in San Francisco.

CALVIN COOLIDGE (1872-1933)
Thirtieth President 1923-1929

1924—U.S. Foreign Service created.
1926—Air Corp (U.S. Army) created.
1927—Lindbergh's flight to Paris.
U.S. Radio Commission created.
1928—Kellogg-Briand Peace Pact.

HERBERT HOOVER (1874-1964)
Thirty-first President 1929-1933

1929—Financial panic.
1930—Veteran's Administration created.
1931—"Star Spangled Banner" declared National Anthem.
1932—Reconstruction Finance Corporation formed.

FRANKLIN D. ROOSEVELT (1882-1945)
Thirty-second President 1933-1945

1933—Bank Holiday.
"New Deal" Recovery Measures enacted.
Neutrality Act.
Twentieth Amendment (LameDuck).
Twenty-first Amendment (Prohibition repealed).
1934—Gold Reserve Act.
1935—Social Security Act.
1939—World War II began, Germany invades Poland
1941—Pearl Harbor attacked — United States enters war with Japan and Germany.
1944—G.I. "Bill of Rights" enacted.
1945—President Roosevelt dies April 12 shortly after being inaugurated for an unprecedented fourth term.

HARRY S TRUMAN (1884-1972)
Thirty-third President 1945-1953

1945—United Nations chartered.
V-E Day, May 7, war ends with Germany.
Atom bombs dropped on Hiroshima and Nagasaki, Japan.
V-J Day, August 15, war ends with Japan.
1946—Atomic Energy Commission created.
1947—Taft-Hartly Act.
Presidential Succession Act.
1948—Berlin Airlift.
1949—Defense Department created.
North Atlantic Treaty Organization formed.
1950—American troops ordered into Korea - war with North Korea.
1951—Twenty-second Amendment.

DWIGHT D. EISENHOWER (1890-1969)
Thirty-fourth President 1953-1961

1953—End of American involvement in Korea.
Korean Armistice signed (July 27).
Department of Health, Education and Welfare created.
1954—Supreme Court declared segregation in public schools unconstitutional.
First Atomic Powered Submarine.
St. Lawrence Seaway begun.
1955—Salk Vaccine.
1956—Motto of U.S. "In God We Trust" authorized.
1957—Space race begins with Sputnik.
1958—NASA established.

JOHN F. KENNEDY (1917-1963)
Thirty-fifth President, 1961-1963

1961—Establishment and Administration of the Peace Corps.
Twenty-third Amendment.
Bay of Pigs Invasion.
First American in space.
1962—Prayer in Schools — declared unconstitutional.
1963—President Kennedy assassinated (Nov. 22).

LYNDON B. JOHNSON (1908-1973)
Thirty-sixth President 1963-1969

1964—Civil Rights Act.
Twenty-fourth Amendment.
Gulf of Tonkin Resolution, U.S. enters War in Vietnam.

1965—War on Poverty - "Great Society" Programs.
Medicare.
Immigration and Nationality Act.
Voting Rights Act.
1966—Department of Transportation established.
1967—Twenty-fifth Amendment.

RICHARD M. NIXON (1913-)
Thirty-seventh President, 1969-1974)

1969—Moon Landing.
1971—Twenty-sixth Amendment (18 year-old vote).
1972—President's Visit to China.
Watergate Scandal.
1973—Vietnam War Ended.
1974—Nixon resigns as President.

GERALD R. FORD (1913-)
Thirty-eighth President, 1974-1977

1974—Nixon pardoned.
1975—Joint U.S.-Soviet Union space mission.
1976—Bicentennial Celebration (July 4).

JAMES E. CARTER (1924-)
Thirty-ninth President, 1977-1981)

1977—Department of Energy created.
Draft evaders pardoned.
1978—Civil Service Reform Act.
Panama Canal Neutrality Treaty.
1979—Department of Education created.
Energy shortage.
American Hostages taken in Iran.
1980—Mount St. Helens erupts.
U.S. Boycotts Olympic Games.

RONALD W. REAGAN (1911-)
Fortieth President, 1981-

1981—American Hostages in Iran freed.
First Space Shuttle Flight.
First Women Justice appointed to Supreme Court.
1982—"New Federalism" Program.
Voting Rights Act extended.
Equal Rights Amendment defeated.
1983—U.S. invades Island of Grenada.
First U.S. Woman in Space.
1984— Diplomatic relations with Vatican established.
U.S. withdraws from UNESCO.
1985—Gramm-Rudman-Hollings Budget Reform Act.

THE PREAMBLE TO THE CONSTITUTION OF THE UNITED STATES

WE, THE PEOPLE of the United States, in order to form a more perfect union establish justice, insure domestic tranquillity, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this Constitution for the United States of America.

UNIT EIGHT

Americanism Treasures

PREAMBLE TO THE CONSTITUTION OF THE AMERICAN LEGION

For God and country we associate ourselves together for the following purposes: To uphold and defend the Constitution of the United States of America; to maintain law and order; to foster and perpetuate a one hundred per cent Americanism; to preserve the memories and incidents of our associations in the great wars; to inculcate a sense of individual obligation to the community, state and nation; to combat the autocracy of both the classes and the masses; to make right the master of might; to promote peace and good will on earth; to safeguard and transmit to posterity the principles of justice, freedom, and democracy; to consecrate and sanctify our comradeship by our devotion to mutual helpfulness.

THE AMERICAN'S CREED

I believe in the United States of America as a government of the people, by the people, for the people; whose just powers are derived from the consent of the governed; a democracy in a republic; a sovereign nation of many sovereign states; a perfect union, one and inseparable; established upon those principles of freedom, equality, justice and humanity for which American patriots sacrificed their lives and fortunes.

I, therefore, believe it is my duty to my country to love it; to support its Constitution; to obey its laws; to respect its flag; and to defend it against all enemies.

(Authorized Version)

THE ATLANTIC CHARTER OF WAR AIMS (AUGUST, 1941)

1. No aggrandizement to victors—territorial or other.
2. No territorial changes except in accord with freely expressed wishes of people concerned.
3. Maintain rights of all peoples to choose their form of government.
4. Give access to all nations for essential raw materials and world trade for their economic prosperity.
5. Collaboration of nations toward higher labor standards and social security.
6. Destroy Nazi tyranny . . . establish peace, national security, and freedom from want and fear.
7. Genuine freedom of the seas.
8. Effective outlawry of war and of armed force menace; reduction of armament burden.

BILL OF RIGHTS

The first ten amendments to the Constitution, known as "A Bill of Rights," were adopted by the first Congress, called to meet in New York City, March 4, 1789. They were later ratified by the various States, and on December 15, 1791, were made a part of the Constitution.

AMENDMENT I

Freedom of Religion, Speech, and the Press; Right of Assembly and Petition

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press, the right of the people peaceably to assembly, and to petition the government for a redress of grienvances.

AMENDMENT II

Right to Keep or Bear Arms

A well-regulated militia being necessary to the security of a free state, the right of the people to keep and bear arms shall not be infringed.

AMENDMENT III

Quartering of Soldiers

No soldier shall in time of peace be quartered in any house without the consent of the owner, nor in time of war, but in a manner to be prescribed by law.

AMENDMENT IV

Regulation of Right of Search and Seizure

The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no warrants shall issue but upon probable cause, supported by oath or affirmation, and particularly describing the place to be searched and the persons or things to be seized.

AMENDMENT V

Protection for Persons and Their Property

No person shall be held to answer for a capital or otherwise infamous crime, unless on a presentment or indictment of a grand jury, except in cases arising in the land or naval forces, or in the militia when in actual service in time of war or public danger nor shall any person be subject for the same offense to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation.

AMENDMENT VI

Rights of Persons Accused of Crime

In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial by an impartial jury of the State and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the assistance of counsel for his defense.

AMENDMENT VII

Right of Trial by Jury in Suits at Common Law

In suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury shall be otherwise re-examined in any court of the United States, than according to the rules of the common law.

AMENDMENT VIII

Protection Against Excessive Bail and Punishments

Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

AMENDMENT IX

Constitution Does Not List All Individual Rights

The enumeration in the Constitution of certain rights shall not be construed to deny or disparage others retained by the people.

AMENDMENT X

Powers Reserved to the States and the People

The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.

Gems Worth Following

GEORGE WASHINGTON

First President of the United States

Citizens by birth or choice, of a common country, that country has a right to concentrate your affections. The name of America, which belongs to you, in your national capacity, must always exalt the just pride of patriotism more than any appelation derived from local discriminations. With slight shades of difference, you have the same religion, manners, habits, and political principles.

THOMAS JEFFERSON

Third President of the United States

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with unalienable rights, that among these are Life, Liberty and the pursuit of Happiness.

ABRAHAM LINCOLN

Sixteenth President of the United States

Let reverence for the laws be breathed by every American mother to the lisping babe that prattles on her lap; let it be taught in schools, in seminaries, and in colleges; let it be written in primers, spelling-books, and in almanacs; let it be preached from the pulpit, proclaimed in legislative halls, and enforced in courts of justice. And, in short, let it become the political religion of the nation; and let the old and the young, the rich and the poor, the grave and the festive of all sexes and tongues and colors and conditions, sacrifice unceasingly upon its altars.

THEODORE ROOSEVELT

Twenty-sixth President of the United States

There can be no divided allegiance here. Any man who says that he is an American, but something else also, is not an American at all.

WILLIAM HOWARD TAFT

Twenty-seventh President of the United States

To obey the law is to support democracy. If every man thinks every law must suit him in order that he shall obey it, he does not support democracy but destroys it. The basis of good government lies in the fact that the people are willing to obey the law as they have determined it to be.

WOODROW WILSON

Twenty-eighth President of the United States

I believe in democracy because it releases the energies of every human being.

CALVIN COOLIDGE

Thirtieth President of the United States

Whether one traces his Americanism back three centuries to the Mayflower or three years to the steerage is not half so important as whether his Americanism of today is real and genuine.

HERBERT HOOVER

Thirty-first President of the United States

Who may define liberty? It is far more than independence of a nation. It is not a

catalog of polical "rights." Liberty is a thing of the spirit—to be free to worship, to think, to hold opinions, and to speak without fear—free to challenge wrong and oppression with surety of justice. Liberty conceives that the mind and spirit of men can be free only if the individual is free to choose his own calling, to develop his talents to win and to keep a home sacred from intrusion, to rear children in ordered security. It holds he must be free to earn, spend, to save, to accumulate property that may give protection in old age and to loved ones.

FRANKLIN D. ROOSEVELT

Thirty-second President of the United States

Those priceless rights, guaranteed under the Constitution, have been the source of our happiness from our very beginning as a nation. We have been accustomed to take them as a matter of course. Now, however, when we see other nations challenging liberties, it behooves us to exercise that eternal vigilance which now, as always, is the price of liberty. No matter what comes we must preserve our national birthright; liberty of conscience and of education, of the press and of free assembly, and equal justice to all under the law.

As a free people we must defend our dearly won heritage of freedom against all assaults.

JOHN JAY

First Chief Justice of the United States

This country and this people seem to have been made for each other, and it appears as if it was the design of Providence, that an inheritance so proper and convenient for a band of brethren, united to each other by the strongest ties, should never be split into a number of unsocial, jealous, and alien sovereignties.

Similar sentiments have hitherto prevailed among all orders and denominations of men among us. To all general purposes we have uniformly been one people; each individual citizen everywhere enjoying the same national rights, privileges, and protection.

JOHN MARSHALL

Fourth Chief Justice of the United States

When the government is drawn from the people and depends on the people for its continuance, oppressive measures will not be attempted, as they will certainly draw on their authors the resentment of those on whom they depend. On this government, thus depending on ourselves for its existence, I will rest my safety.

ROGER BROOKE TANEY

Fifth Chief Justice of the United States

The object and end of all government is to promote the happiness and prosperity of the community by which it is established; and it can never be assumed that the government intended to diminish its power of accomplishing the end for which it was created.

MORRISON REMICH WAITE

Seventh Chief Justice of the United States

The equality of the rights of citizens is a principle of republicanism. Every republican government is in duty bound to protect all its citizens in the enjoyment of this principle, if within its power.

MELVILLE WESTON FULLER

Eighth Chief Justice of the United States

To be an American was to be part and parcel of American ideas, institutions, prosperity, and progress. It was to be like-minded with the patriotic leaders who have served the cause of their native or adopted land, from Washington to Lincoln. It was to be convinced of the virtues of republican government as the bulwark of the true and genuine liberties of mankind, which would ultimately transmute suffering through ignorance into happiness through light.

CHARLES EVANS HUGHES

Eleventh Chief Justice of the United States

This flag means more than association and reward. It is the symbol of our national unity, our national endeavor, our national aspiration. It tells you of the struggle for independence, of union preserved, of liberty and union one and inseparable, of the sacrifices of brave men and women to whom the ideals and honor of this nation have been dearer than life.

It means America first; it means an undivided allegiance. It means that you cannot be saved by the valor and devotion of your ancestors; that to each generation comes its patriotic duty; and that upon your willingness to sacrifice and endure as those before you have sacrificed and endured rests the national hope.

It speaks of equal rights; of the inspiration of free institutions exemplified and vindicated; of liberty under law intelligently conceived and impartially administered.

There is not a thread in it but scorns self-indulgence, weakness,and rapacity. It is eloquent of our common destiny.

HARLAN FISKE STONE

Twelfth Chief Justice of the United States

I am proud of our legal institutions and have unwavering faith that their future will be even greater than their past. In our legal system lies the assurance of protection of our lives, liberty, property, and happiness, and that of our children and children's children. No more sacred duty rests on the lawyer and layman alike than that of defending, maintaining, and improving it.

EARL WARREN

Fourteenth Chief Justice of the United States

So far as the Constitution is concerned, it has demonstrated again and again its capacity for adaptation to the most challenging new conditions.

The American constitutional system is in the great tradition which places the fundamental law above the will of government.

"IF FREEDOM FAILS * * *"

* * * They speak of Liberty and of the struggles and sacrifices by which Liberty was won. To all the world they proclaim the glory of a nation created not to make its leaders strong but to make its people free. And to all Americans they hold a message vital in its import, compelling in its urgency.

Freedom, * * *, is never permanently secured. By each successive generation it must be defended anew. Always its price remains eternal vigilance. Always its preservation demands faith and valor and sacrifice.

And Freedom, * * *, is a peculiar trust of our nation. Here, Free Government was established; here it must be preserved. With the privileges that liberty brings comes the responsibility of upholding it.

But, runs a solemn assurance, in our battle to keep men free, we do not fight alone. Back of each of us is the past free life of America. Back of all of us is the spirit of the Founders which our national shrines immortalize.

Washington is with us, and Jefferson and Lincoln. John Paul Jones and Anthony Wayne and Davy Crockett still uphold arms. The men who fell at Lexington, at Gettysburg and Chateau Thierry are at our side. All who fought for freedom, all who knew the great devotion, are still our comrades and exemplars.

With such a comradeship, we cannot hesitate. With such a leadership, we cannot fail. Under such a responsibility we dare not falter. . . .

Hold high the Light of Liberty.

That is America's message to all her citizens. That is her message to you. . .

"For what avail the plow or sail,

Or land, or life, if freedom fail?"

RAYMOND PITCAIRN

LIBERTY

Freedom exists only where the people take care of the government—WOODROW WILSON (1912).

Liberty exists in proportion to wholesome restraint. — DANIEL WEBSTER (1847).

Liberty is an old fact. It has had its heroes and its martyrs in almost every age. As I look back through the vista of centuries, I can see no end of the ranks of those who have toiled and suffered in its cause, and who wear upon their breasts its stars of the legion of honor. —EDWIN HUBBELL CHAPIN (1868).

Liberties will not descend to a people, a people must raise themselves to liberty; it is a blessing that must be earned before it can be enjoyed.—CHARLES CALEB COLTON (1821).

Is life so dear, or peace so sweet, as to be purchased at the price of chains and slavery? Forbid it, Almighty God! I know not what others may take, but as for me, give me liberty or give me death! — PATRICK HENRY (1775).

The God who gave us life, gave us liberty at the same time. —THOMAS JEFFERSON (1774).

I would rather be exposed to the inconveniences attending too much liberty than those attending too small a degree of it. — THOMAS JEFFERSON (1791).

I only regret that I have but one life to lose for my country. —NATHAN HALE, in a speech he made just before being hanged by the enemy as a spy (1776).

Liberty and union, now and forever, one and inseparable! —DANIEL WEBSTER (1830).

Public office is a public trust. —GROVER CLEVELAND (1884).

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GOD GIVE US MEN

God give us men! A time like this demands
Strong minds, great hearts, true faith, and ready hands,
Men whom the lust of office does not kill;
Men whom the spoils of office cannot buy;
Men who possess opinions and a will;
Men who have honor; men who will not lie;
Men who can stand before a demagogue
And damn his treacherous flatteries without winging;
Tall men, suncrowned, who live above the fog
In public duty and in private thinking;
For while the rabble with their thumb-worn creeds;
Their large profession and their little deeds
Mingle in selfish strife, lo! Freedom weeps,
Wrong rules the land, and waiting Justice sleeps.

JOSIAH GILBERT HOLLAND (1819-1881).

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